

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**GREENWAY PRIMARY SCHOOL
LLANSTEPHAN ROAD
RUMNEY
CARDIFF
CF3 3JG**

School Number: 681/2045

Date of Inspection: 27th – 31st January 2003

By

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Greenway Primary School is a community school situated in the Rumney area of Cardiff. The school serves some private but mainly rented homes. The school admits children to the nursery at the age of 3 years. The school describes the area as being predominantly economically disadvantaged.

There are currently 298 pupils (281 full-time equivalent) on roll aged between 3 and 11 years. This is smaller than at time of the last inspection when there were 375 pupils (349 full-time equivalent) on roll. Currently, 54 per cent of the pupils are entitled to free school meals, which is similar to the last inspection. This proportion is above the average for schools both in Cardiff and in all Wales.

English is the predominant language for over 99 per cent of pupils. No pupils speak Welsh as a first language. About 17 per cent of pupils come from traveller families, which is above average. Three per cent of pupils come from other ethnic groups. The local authority looks after four pupils. There are 99 pupils (33 per cent of the school population) identified as having Special Educational Needs (SEN) under the new Code of Practice with a further 23 pupils (8 per cent) identified as needing additional help. Three pupils have statements of special educational need.

The headteacher has recently returned to the school after a five-term secondment as acting headteacher of another school in Cardiff, during which the deputy headteacher led and managed the school.

The School Development Plan (SDP) details the areas for development for this school year. Priorities include developments in the following areas:

- assessment
- school policies
- literacy
- incidental Welsh
- the school environment

The school was last inspected from 23rd to 26th June 1997.

2. MAIN FINDINGS

The main findings of the report

Greenway Primary school provides a sound standard of education for its pupils.

- Standards achieved by children under five in the six areas of learning are as follows:

Area of learning	Nursery (3-4 year olds)	Reception (4-5 year olds)
Language, literacy and communication skills	Good	Satisfactory
Personal and Social Development	Good	Good
Mathematical Development	Good	Satisfactory
Knowledge and Understanding of the World	Good	Satisfactory
Physical Development	Good	Satisfactory
Creative Development	Good	Good

- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The quality of the provision for children under five is good in the nursery and satisfactory overall in the reception classes. From a below average entry base on entry, children make good progress in the nursery and satisfactory progress in the reception classes. Although many children achieve the Desirable Learning Outcomes at the age of five, a substantial number do not.
- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) and religious education (RE) are as follows:

Subject	KS1 (Y1 and Y2)	KS2 (Y3 to Y6)
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory
Science	Satisfactory	Satisfactory
Welsh second language	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Good	Good
History	Good	Good
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Satisfactory	Satisfactory
Physical education	Satisfactory	Satisfactory
Religious education	Satisfactory	Satisfactory

- During the inspection, standards of achievement were good or better in 33 per cent of the 56 lessons seen and satisfactory in all others. Pupils make satisfactory progress as they move through Key Stages 1 and 2.
- In both key stages, standards are good in speaking and listening, and satisfactory in reading and writing. In mathematics, pupils have a satisfactory knowledge of numeric operations. Their knowledge of shape and measures is also satisfactory but many lack confidence in applying what they know in investigative and problem-solving situations.
- Pupils' subject knowledge in science is sound but their skills in planning investigations and experiments are underdeveloped. Many are unsure as to what constitutes a fair test.
- National Curriculum (NCA) KS1 teacher assessments in 2002 indicate that the proportions of pupils in Y2 achieving Level 2 or above are below the national averages in reading, writing, mathematics and science. The proportion of pupils achieving the higher

levels in the KS1 assessments is below the national average in speaking and listening, reading, mathematics and science, and above the national average in writing.

- Sixty-six per cent of pupils were assessed by teachers as attaining Level 2 or above in English, mathematics and science in combination (the core subject indicator). This is below the national average for all primary schools in Wales and similar to the average for similar English-medium primary schools in Wales, based on free school meal entitlement.
- The NCA KS2 test results in 2002 indicate that the proportions of pupils in Y6 achieving Level 4 or above are below the national averages in English, mathematics and science. The percentages of pupils achieving the higher levels are below the national averages. Thirty-eight percent of Y6 pupils attained Level 4 or above in the tests in English, mathematics and science in combination (the core subject indicator). This is below the national average for all primary schools in Wales and below the national average for similar English-medium primary schools in Wales, based on free school meal entitlement.
- The provision for pupils with special educational needs (SEN) is good. It reflects the requirements of the SEN Code of Practice for Wales. Pupils make good progress towards the targets set in their individual education plans (IEPs) and achieve satisfactory standards relative to their abilities.
- Pupils from traveller families make broadly similar progress to other pupils but for some traveller pupils, uneven attendance patterns disrupt their learning. Pupils for whom English is an additional language make similar progress to other pupils.
- Standards in key skills are satisfactory. In both key stages, they are good in listening and speaking. In reading and writing, numeracy and information and communication technology, the standards are satisfactory. Standards in key skills are good in the nursery and satisfactory in the reception classes. However, the school does not have a policy for the systematic development of key skills across the curriculum.
- The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils' response to this provision is satisfactory. Some displays around the school and an annual eisteddfod remind pupils of their own heritage and identity. The school seeks to raise pupils' awareness of other cultures and the multi-cultural character of their city through visits and visitors. However, many opportunities are missed in the day-to-day curriculum to extend pupils' knowledge of Y Cwricwlwm Cymreig. There are limited signs and notices in Welsh around the school. The use of incidental Welsh varies widely between classes.
- Pupils' behaviour and attitudes are satisfactory. The school has clear expectations for pupils' behaviour. Children under five and most pupils in both key stages display good attitudes to their learning. In a number of classes, there are pupils who cannot sustain their concentration and become disruptive. There were four temporary and one permanent exclusions last year. The school effectively supported temporarily excluded pupils on their return to school.
- Many pupils find it hard to take responsibility for their own learning or work without adult support. With the best intentions, teachers sometime over support rather than focusing on developing pupils' independence.

- Levels of attendance are unsatisfactory. The whole-school average attendance is consistently below 90% over the past three terms. Unauthorised absences are unsatisfactorily high in KS1 and KS2. A significant number of pupils arrive late each day. The school has good procedures for monitoring absences but does not meet the National Assembly for Wales' (NafW) requirement to call the register at the beginning of every session.
- The quality of teaching is satisfactory. During the inspection, the quality of teaching was very good in 8 per cent of lessons, good in 42 per cent and satisfactory in 50 per cent. Very good teaching was observed in music, mathematics and English in Years 3 and 4. A strength of the teaching is the attention given to making classrooms exciting places in which to learn. The quality of classroom display is high and successfully celebrates pupils' work.
- In the nursery, teaching is consistently good. In the reception classes, it is satisfactory. Teaching is satisfactory in both key stages with good and better teaching spread across the curriculum.
- There are inconsistencies in the quality of teaching between and within year groups that senior managers have yet to address through monitoring and in-service training. For example, teachers regularly use incidental Welsh across the curriculum but the scope of this, and the challenge it presents to pupils, varies between classes and year groups. Nonetheless, teachers and support staff are committed to learning and teaching the language.
- Teachers plan effectively for pupils with learning difficulties but planning for the needs of more able pupils is inconsistent. The setting arrangements for mathematics in KS2 are effective.
- Arrangements for assessment, recording and reporting to parents for under-fives, KS1 and KS2 are good overall. School assessment data is analysed within the context of the school, local and national data. Targets are set for individuals and groups of pupils. School assessment data is analysed within the context of the school, local and national data. Targets are set for individuals and groups of pupils. However, teachers are not fully aware of the data available within the school. Reports are of a good quality and comply with statutory arrangements. They provide information on the standards that children have achieved and an indication of how parents support their child in their learning.
- The school provides a satisfactorily broad and balanced curriculum that is relevant to the needs of its pupils. It reflects the aims of the school and successfully promotes the spiritual, moral, social, cultural, and physical developments of pupils. The school positively promotes racial equality and equality of opportunity. It seeks to include all pupils in its daily life and work. The curriculum in both key stages meets with statutory requirements. The school provides for all the prescribed subjects of the NC and religious education. The common requirements are met.
- The curriculum for children in the nursery is good and satisfactory in the reception classes. It successfully promotes good progress in all areas of learning leading to the

Desirable Learning Outcomes. A strength of the nursery curriculum is the way in which activities combine two or more areas of learning.

- Overall, the school makes good provision for pupils' support guidance and welfare. Children in the nursery and reception classes and pupils in both key stages learn in a warm, caring environment; all staff show strong concern for pupils' well being, health and safety.
- The school's partnership with parents and community, schools and other institutions is good. The school works hard to encourage and welcome parents to become involved in the life and work of the school. However, very few parents become involved in the teaching and learning activities on a daily basis. There is strong support for fund-raising events organised by the Friends of Greenway School group. The majority of parents subscribe to the home/school agreement.
- The school's partnership with industry is satisfactory. There are a number of beneficial links with local shops that have enhanced some of the pupils' learning. A strong link with a branch of a national supermarket chain has provided a number of opportunities for pupils to be involved in fund raising for the school.
- Procedures for self-evaluation and planning for improvement are satisfactory. Subject co-ordinators are making positive use of monitoring information to improve the school's curriculum plans. Governors monitor the budget closely and work diligently to achieve *best value* in all purchases but do not have sufficient access to assessment data and analyses to measure outcomes rigorously.
- The leadership and efficiency of the school are satisfactory. The headteacher is well respected by pupils, parents and staff and successfully fosters the strong, caring atmosphere of the school. The deputy headteacher gives good support to the headteacher.
- Daily routines are established and the school runs smoothly. The day-to-day administration of the school is effective and appropriate procedures are in place.
- After the headteacher's extended period of secondment, it is inevitable that there are adjustments to be made by senior managers. However, these appear to be taking longer than would normally be expected. Some important work, such as the monitoring of teaching, learning and achievement, is in abeyance. This is preventing the school from moving forward. There is insufficient sharing of good practice and expertise in teaching and learning. There are inconsistencies in the quality of teaching between and within year groups.
- The governing body is very supportive of the school. Governors are representative of the local community and many have served the school for a long time. However, the school does not identify and plan for its longer-term development.
- Staffing, accommodation and learning resources are good overall but there are shortcomings in the accommodation. For example, the outdoor facilities for the under-fives are inadequate. The school has an appropriate number of teaching and non-teaching staff; they are appropriately qualified and experienced, and are deployed effectively.

- Displays reflect the value teachers place on pupils' work. However, there is insufficient reflection in displays of the multi-cultural nature of modern society and the work of Welsh artists, writers and composers.
- The school has made satisfactory progress in addressing the issues identified in the last inspection in June 1997.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement are satisfactory overall in the Early Years and in Key Stages 1 and 2.

- The school assesses what children know and can do when they enter the nursery (YN) and again when they start the reception year (YR). These assessments show that the majority of children have below average, and some well below average, skills when they start school.
- Standards of achievement in language, literacy and communication, mathematical development, physical development and children's knowledge and understanding of the world are good in the nursery and satisfactory in the reception classes. Standards of achievement in creative development and personal and social development are good in both the nursery and the reception classes. Children make good progress in these areas of learning in the nursery and satisfactory progress in the reception classes. However, a significant proportion of children does not reach the Desirable Learning Outcomes in each of the areas of learning by the time they are five.
- In both key stages, standards of achievement in English are satisfactory. Standards are good in speaking and listening, and satisfactory in reading and writing.
- In mathematics, standards are satisfactory in both key stages. Pupils have a satisfactory knowledge of numeric operations. Pupils' knowledge of shape and measures is also satisfactory but many pupils lack confidence in applying what they know in investigative and problem-solving situations.
- In science, standards are satisfactory in both key stages. Pupils' subject knowledge is sound but their skills in planning investigations and experiments are underdeveloped. Many are unsure as to what constitutes a fair test.
- In information and communication technology, design technology and history, standards are good in both key stages. In Welsh second language, geography, art, music, physical education and religious education, standards are satisfactory in both key stages.
- During the inspection, standards were good or better in 33 per cent and satisfactory in all other lessons. Pupils make good progress in the nursery and satisfactory progress in the reception and KS1 classes. In KS2, progress is satisfactory but it varies from class to

class; in some classes, pupils make consistently good progress. In these classes, there is a close link between the quality of teaching and the progress made by pupils.

- Pupils with special educational needs (SEN) make good progress towards the targets set in their IEPs and achieve satisfactory standards relative to their abilities.
- Pupils from traveller families make broadly similar progress to other pupils but for some traveller pupils, uneven attendance patterns disrupt their learning. Pupils for whom English is an additional language achieve similar standards to other pupils.
- National Curriculum (NCA) KS1 teacher assessments in 2002 indicate that the proportions of pupils in Y2 achieving Level 2 or above are below the national averages in reading, writing, mathematics and science. The proportion of pupils achieving the higher levels in the KS1 assessments is below the national average in speaking and listening, reading, mathematics and science, and above the national average in writing.
- Sixty-six per cent of pupils were assessed by teachers as attaining Level 2 or above in English, mathematics and science in combination. This is below the national average for all primary schools in Wales and similar to the average for similar English-medium primary schools in Wales, based on free school meal entitlement.
- The NCA KS2 test results in 2002 indicate that the proportions of pupils in Y6 achieving Level 4 or above are below the national averages in English, mathematics and science. The percentages of pupils achieving the higher levels are also below the national averages. Thirty-eight percent of Y6 pupils attained Level 4 or above in the tests in English, mathematics and science in combination, the core subject indicator. This is below the national average for all primary schools in Wales and below the average for similar English-medium primary schools in Wales, based on free school meal entitlement.
- Teacher assessments in KS2 are broadly similar to the test results. In the tests, girls achieved higher results than boys in English and mathematics. In science, boys and girls achieved similar results.
- The school has set targets for pupils to achieve in the 2003 KS2 NC tests in English, mathematics and science. Inspection evidence indicates that these are achievable.

3.2 Standards achieved in key skills across the curriculum

Standards in key skills are satisfactory but the school does not have a policy for the systematic development of key skills across the curriculum.

- Children in the nursery make good progress in the development of key skills. In the reception classes, this momentum is not maintained and children make satisfactory progress.
- The standards achieved in listening and speaking in both key stages are good. In reading and writing, numeracy and information and communications technology standards are satisfactory.

- Pupils listen attentively during lessons, responding to class story sessions and information and respecting the views of other pupils. Pupils show good understanding of contextual language. Older pupils comment on what they hear in a range of situations.
- In all years, pupils ask and answer questions during introductory and plenary sessions, speaking clearly and audibly. Pupils make good use of curriculum-related vocabulary in group and class discussions in both key stages. Pupils in KS2 understand the need to communicate with different audiences and adapt the tone and style appropriately.
- Pupils make satisfactory progress in reading and read a wide range of material from a variety of sources. In KS1, some pupils access books for information and more able pupils use contents and index pages. In KS2, pupils are beginning to research information from books and ICT-based sources for use across the curriculum. Some pupils discuss the plot and content of a fiction book and show a preference for a particular author. Most pupils derive pleasure from reading both fiction and non-fiction and recognise these as a source of information.
- Pupils write for a variety of purposes across all curriculum areas. In Y1, pupils label diagrams in science, and pupils in Y2 write simple sentences in personal and social education lessons. In Y3 and Y4, pupils write letters in history. Pupils in Y5 use an appropriate style to write recipes. In Y6, pupils draft and revise fairytales for younger pupils. Older pupils develop their ideas and use accurate spelling and grammar.
- Numeracy skills are satisfactory in all year groups. Pupils in KS1 and KS2 use their mathematical knowledge when collecting and interpreting data in science. Pupils in KS1 use standard and non-standard measures in design technology. Timelines are used in history in both key stages.
- Skills in ICT are satisfactory in both key stages. Pupils in KS1 word process sentences in history and geography, and enter information in a database to create graphs. In KS2, pupils enter text in posters and begin to draft work. In Y3 and Y4, pupils use a graphics package to develop ideas in design technology. Y5 pupils use CD-ROMs to support their science investigations and pupils in Y6 use the Internet to research Victorians.
- Pupils with SEN and those for whom English is an additional language make steady progress in all key skills. There are no significant differences between girls and boys in the standards achieved in key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school's provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Pupils' response to this provision is satisfactory.

- Collective worship are important occasions in the life of the school where messages regarding behaviour and moral values are presented well. Most pupils respond with

interest but they are not always given an opportunity to take an active role or enough time to reflect on the issues raised.

- There are few opportunities for spiritual reflection during collective worship or in lessons.
- Relationships between most pupils and staff, and amongst pupils, are good and there is a strong sense of community and inclusion within the school. The weekly merit assembly successfully reminds pupils of the school's expectations and values, and promotes a sense of right and wrong.
- Pupils' communal values are developed well in their enthusiastic response to school house activities. The *school watch* scheme is a good opportunity for Y6 pupils to act independently and with initiative, whilst contributing to the effective management of playtimes.
- Most pupils collaborate well and support each other in classroom activities. Circle time sessions contribute positively to raising pupils' awareness of their social responsibilities.
- Staff in the nursery and reception classes put a strong emphasis on developing children's moral and social skills. They focus on the local area in developing children's knowledge and understanding of the world. Spiritual development is successfully promoted in the under-fives through stories and discussions.
- The school encourages pupils to take part in charitable fund raising events throughout the year. These raise pupils' awareness of others less fortunate than themselves.
- Some displays around the school and an annual eisteddfod remind pupils of their own heritage and identity. The school seeks to raise pupils' awareness of other cultures and the multi-cultural character of their city through visits and visitors. However, many opportunities are missed in the day-to-day curriculum to extend pupils' knowledge of Y Cwricwlwm Cymreig. There are limited signs and notices in Welsh around the school. The use of incidental Welsh varies widely between classes.
- Pupils' response to the school's provision for spiritual, moral, social and cultural development is satisfactory.

4.2 Behaviour and attitudes

Pupils' behaviour and attitudes are satisfactory.

- The school has clear expectations for pupils' behaviour that are expressed in *Golden Rules* which are prominently displayed around the building. In addition, some classes have discussed their own rules and these are displayed in their classrooms.
- Children in the nursery and reception classes have positive attitudes to school. Their behaviour is good overall. They quickly learn to take turns and share equipment with others.

- Good behaviour is celebrated at weekly merit assemblies and through the friendship awards recorded in the main corridor. The *school watch* scheme, involving Y6 pupils, with advice from the local community police, makes a positive contribution to standards of behaviour in the playgrounds.
- The majority of pupils conduct themselves with courtesy and consideration as they move around the school. However, a minority does not. In the playground, pupils play happily and sensibly together.
- Most pupils display good attitudes to their learning, and standards are very good in some classes. Pupils listen well and respond readily to their teachers. They settle quickly to their work and maintain good concentration and perseverance. Pupils also support each other in paired and group tasks. However, many pupils find it difficult to work independently and take responsibility for their own learning.
- In many classes, there are a small number of pupils who cannot sustain their concentration. They become disruptive and fail to act with respect and consideration for their teachers and their peers. The effectiveness of teachers' strategies for dealing with these pupils is variable. Most of these pupils are well known to the school and formal individual behaviour plans have been devised. These plans are appropriate but their effectiveness is variable and the school are seeking additional specialist LEA support.
- In the past year, the school found it necessary to make four temporary and one permanent exclusions. These exclusions were carefully considered, and administered competently. Pupils were suitably supported on their return to school.
- The school has a strong anti-bullying policy and staff are vigilant in their supervision of pupils. The *school watch* scheme is a valuable element in this. No instances of bullying behaviour were seen during the inspection. Parents report that the school promptly deals with any such incidents.

4.3 Attendance

Levels of attendance are unsatisfactory.

- The whole school average attendance is consistently below 90% over the past three terms, although KS2 attendance in autumn 2002 is slightly above average. Unauthorised absences are unsatisfactorily high in KS1 and KS2.
- The school's current target aims for 90% attendance for each pupil but a significant minority fail to reach this level and reduce the overall average. There is a regular and effective process of monitoring individual pupil's attendance by the headteacher and the Educational Welfare Officer (EWO). The follow up is systematically managed, but with limited success in some cases.
- The school adopts an appropriately sympathetic approach to any special circumstances in pupils' homes, and provides sensitive support wherever possible. There is appropriate management of the particular circumstances concerning traveller pupils that affect their attendance.

- Attendance in the nursery varies from average to below average, particularly when colds or other viruses abound.
- The school's self-evaluation process and SDP fail to address the issue of unsatisfactory attendance. However, there is a high profile given to attendance issues in home-school communications and there are appropriate celebration and rewards given to classes and individual pupils for good attendance.
- The school does not comply with the National Assembly for Wales (NafW) requirements to call the register at the beginning of every session. Morning registration takes place up to half an hour after the start of the session. However, the school's registers satisfactorily differentiate between authorised and unauthorised absence.
- The punctuality of a significant minority of pupils is unsatisfactory and is not well managed by the school. Morning registration does not take place until 35 minutes after the official start time. Many pupils drift into school during this period and their late arrival is not recorded. They are missing important teaching, as every class starts the day promptly with reading lessons. The number of access points to the building is also a constraint on the monitoring of late arrivals.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is satisfactory.

- During the inspection, the quality of teaching was very good in 8 per cent of lessons, good in 42 per cent and satisfactory in 50 per cent.
- A strength of the teaching is the attention given to making classrooms exciting places in which to learn. The quality of classroom display is high and successfully celebrates pupils' work.
- In the nursery, teaching is consistently good. In the reception classes, it is satisfactory. Teaching is satisfactory in both key stages, with good and better teaching spread across the curriculum.
- In the most effective lessons, teachers share learning intentions with pupils at the beginning of the lesson, refer back to them during the lesson and review them at the end. This helps pupils to concentrate on what they have to do. Very good teaching was observed in music, mathematics and English in Years 3 and 4.
- No lesson was wholly unsatisfactory. No poor lessons were seen. There were a small number of lessons that, although satisfactory overall, had some important shortcomings. In most of these, the length of the lesson was a contributory factor.

- There are, however, some more general inconsistencies in the quality of teaching between and within year groups that have yet to be addressed. Some lessons are too long and a number of pupils have difficulty in maintaining their concentration, especially when they are not fully challenged. Although it is often with the best of intentions, teachers do not always give pupils sufficient opportunity to work independently or take responsibility for their own learning.
- Staff knowledge and understanding of how children learn in each of the areas of learning are good in the nursery and satisfactory in the reception classes. In both key stages, teachers' knowledge and understanding of the NC subjects are satisfactory. Many teachers have good specialist subject knowledge, such as in physical education and music, which they put to good effect in their classes. The school does not, however, have effective procedures in place for this expertise and good practice to be shared across the school.
- Incidental Welsh is regularly used across the curriculum but the scope of this and the challenge it presents to pupils varies between classes and year groups. Nonetheless, teachers and support staff are committed to learning and teaching the language.
- Teachers follow the school's planning guidelines well. Teachers plan in teams and this good practice is helping to identify a common purpose and promote continuity in pupils' learning. Suitable steps are taken to ensure that mixed aged classes do not repeat work in successive years.
- The arrangements whereby pupils in KS2 are taught in ability groups for mathematics is helping those pupils of differing abilities improve their standard of work. However, although teachers cater effectively for less able pupils, more able pupils are not consistently challenged.
- Teachers generally make good use of questions and encourage pupils to take a full part in discussions, particularly at the end of lessons when reviewing what has been learnt. Although satisfactory overall, the level at which teachers encourage pupils to take responsibility for their own learning and to become independent workers varies from class to class.
- The match of work to pupils' abilities and prior attainment is satisfactory overall. Teachers' expectations of what pupils achieve are consistently good in the nursery and satisfactory in the reception classes. In both key stages, teachers do not have access to all the available information from formal assessments and analyses to focus their planning on the development of pupils' skills, knowledge and understanding. Teachers make satisfactory use of informal assessments.
- Teachers have good expectations of pupils' behaviour and these are generally well rewarded. Relationships between staff and pupils are good and based on mutual trust. Most teachers foster good working atmospheres and manage their pupils well but there are inconsistencies between classes in the way difficult and demanding pupils are managed.

- Teachers use a good range of appropriate teaching styles. Most lessons start off at a good pace but sometimes this flags and there is insufficient time to draw together the key learning points.
- Support staff make a valuable contribution to standards in the under-fives and in both key stages. The support provided for individuals and groups of pupils enables them to take a full part in lessons.
- Pupils' work is regularly marked. Teachers make good use of praise. In the best practice, comments are constructive and help pupils to improve their work.
- Targets for pupils with individual education plans (IEPs) are referred to in teachers' planning and, in most instances, the work provided for such pupils is appropriate to their needs. SEN pupils are well supported by staff.
- The setting of homework varies from class to class. The school faces considerable difficulty in enforcing its homework policy. As a result, homework does not make a strong contribution to pupils' standards.

5.2 Assessment, recording and reporting

Arrangements for assessment, recording and reporting to parents for under-fives, KS1 and KS2 are good overall.

- The policy for assessment, reporting and recording and guidance for marking provides clear guidelines for effective procedures within the school.
- Assessment data relating to the school, in both local and national contexts, is analysed. Targets are set for individuals and groups of pupils. However, teachers are not fully aware of the data available within the school.
- Teachers comment on pupil performance at an individual and group level in the evaluations of their lessons. In the nursery and reception classes, children's progress is recorded in the form of field notes and these inform planning.
- Examples of assessment from individual pupils' work in the core subjects are collected and referenced to NC Programmes of Study and, in the best practice, are levelled. These portfolios provide good evidence of the progress made by pupils. In the core subjects, the school implements the County recording scheme and these are both formative and summative. In the foundation subjects, field notes commenting on the level of achievement are completed each term.
- Progress in reading is recorded in both key stages and areas for development identified. Support staff make valuable contributions to reading records. A commercial reading test is used to support teacher assessment.
- Most teachers carry out regular and purposeful marking using the guidelines in the school's policy. Learning objectives are shared with pupils, and marking and feedback are directly related to the objectives. Marking offers praise and encouragement and in the

best practice, pupils are guided towards improvement. Targets for improvement are set for pupils in the core subjects and, in KS2, pupils have a clear understanding of their progress.

- The school complies with the statutory arrangements for assessing and recording the needs of pupils with SEN. Progress is reviewed regularly and targets are set.
- Parents are invited to discuss their child's progress twice a year and receive a written report in the summer term. Reports are of a good quality and comply with statutory requirements. They provide information on the standards that children have achieved and an indication of how parents can support their child in their future learning.
- The co-ordinator for assessment, recording and reporting is developing effective procedures to support pupils and teachers.

5.3 Curriculum

The school provides a satisfactorily broad and balanced curriculum that is relevant to the needs of its pupils.

- The curriculum provided reflects the aims of the school and successfully promotes the spiritual, moral, social, cultural, and physical developments of pupils.
- The curriculum for children in the nursery is good. It successfully promotes good progress in all areas of learning leading to the Desirable Learning Outcomes. A strength of the nursery curriculum is the way in which activities combine two or more areas of learning.
- In the reception classes, the school is working with advisory staff from the LEA to develop a curriculum suitable for children of this age that reflects the areas of learning leading to the DLOs. Satisfactory progress is evident but there is still some way to go towards making a smooth transition from the areas of learning to the specific subjects of the NC.
- The curriculum in both key stages meets with statutory requirements. All the prescribed subjects of the NC are provided and the common requirements are met. The development of key skills is included in the English policy. However, there is no specific policy for the systematic development of key skills across the curriculum.
- Policies and schemes satisfactorily address the requirements of Curriculum 2000. Sex education is taught in line with the school's approved policy.
- In both key stages, religious education is taught in accordance with the locally agreed syllabus. Satisfactory attention is given to pupils' personal, health and social education, including drugs awareness and sex education.
- The overall amount of teaching time in both key stages is broadly in line with the NAFW recommendations but time is not always used to the best advantage, with some lessons

being too long. On occasion, assemblies are too long and these encroach on teaching time.

- The school aims to be fully inclusive by providing its pupils with equality of access and opportunity to the curriculum and is broadly successful in this. Pupils with SEN and those for whom English is an additional language have satisfactory access to the school's curriculum. However, there are a small number of instances when pupils are withdrawn from the same class lessons each week to receive additional help with their basic skills.
- Visiting instrumental and singing teachers enhance the school's provision in music. The school meets the cost of these lessons so that no pupil is excluded from participating on grounds of cost.
- The school is aware of the needs of more able pupils but does not identify gifted and talented pupils. The Writer's Club provides challenge for aspiring writers and setting for mathematics is of benefit to pupils of all abilities. However, in other subjects, the level of challenge is less consistent. The school is aware of gender issues and addresses these satisfactorily. There are currently no pupils for whom the NC is modified or for whom it is disappplied.
- The school makes satisfactory use of visits and visitors to enhance the curriculum. It provides a satisfactory range of extra-curricular activities, which are well supported by boys and girls in KS2.

5.4 Support, guidance and pupils' welfare

Overall, the school makes good provision for pupils' support guidance and welfare.

- Children in the nursery and reception classes, and pupils in both key stages, learn in a warm caring environment; all staff show strong concern for pupils' well being, health and safety. The school gives positive support to pupils looked after by the local authority and to those from traveller families. All pupils are encouraged to take part in all that the school offers.
- The school has appropriate and effective child protection procedures in place; all teaching staff and classroom assistants have received training in the procedures to be followed. There are appropriate procedures in place for eliminating bullying, and all forms of harassment; opportunities are provided through *circle time* for group discussion on the causes and effects of bullying and the school's work is supported by the police who provide workshop activities through the *Bullywatch* programme.
- Health and Safety aspects are carefully monitored; accidents are dealt with by a qualified first aider and are carefully recorded. Regular fire drills are carried out. Satisfactory supervision is provided at breaks and lunchtimes with an appropriate number of staff on duty.
- Health education is included in areas of the curriculum such as science. The school has an appropriate sex education policy. This is mainly taught within the science curriculum

and is supported by the school nurse with specific input for Y6 pupils; parents are invited to discuss their views with the school and the nurse before this input.

- A number of pupils take on additional responsibilities by participating in the *school watch* programme and supervising the tuck shop.
- Teachers know their pupils well and regularly assess pupils' work; however, this information is not fully used to set individual, short-term targets for improvement.

5.5 Provision for pupils with special educational needs (SEN)

The school makes good provision for pupils with special educational needs. Pupils make good progress towards the targets in their individual education plans and achieve satisfactory standards relative to their abilities.

- The school's policy for provision for pupils with special educational needs is comprehensive and reflects the requirements of the SEN Code of Practice for Wales.
- Three pupils have statements of special educational needs, which is less than one per cent of the school population. Over a third of pupils are identified as having special educational needs; 31 are at the "School Action" stage; 29 at the "School Action Plus" stage and 13 are undergoing assessment by the local education authority. A further 33 pupils are identified by the school as giving cause for concern.
- In the nursery, staff identify children who need additional help and provide activities to help children meet their needs. In the reception classes, teachers' assessment of need continues and activities are identified to meet these needs.
- Class teachers identify pupils' needs at an early stage and regular discussions take place with the Special Educational Needs Co-ordinator (SENCO). Targeted provision at this stage is the responsibility of the classteachers. Pupils' early language skills are developed through an emphasis on speaking and early reading skills; older pupils' reading and writing skills are further developed as they progress through the school through planned skills based group activities on a withdrawal basis.
- Individuals who do not make sufficient progress through these activities have personal programmes. These identify small steps in learning and the teaching activities needed to achieve them. The school maintains a list of pupils receiving additional SEN support; support varies from individual to small group and is usually on a withdrawal basis. It is of good quality and is mainly for reading, writing and spelling.
- All targeted pupils have relevant, detailed individual education plans (IEPs) which are reviewed termly. Parents are informed of the reviews but do not receive invitations to attend and participate in the review meetings. The annual reviews of pupils with statements of SEN satisfy statutory requirements. The school makes appropriate use of the available support from outside agencies.

- Classroom assistants support the work of the SENCO and classteachers very well; relationships between the support staff and pupils are very good. Staff are effective and efficient in their duties.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents and community, schools and other institutions is good.

- Only a very small number of parents responded to the opportunity for pre-inspection consultations. Those who did expressed satisfaction with the standard of communication between the school and parents. Teaching staff make themselves available at the start and end of the school day for any discussion with parents. Information is regularly sent home with pupils. There are also prominent notice boards in KS1 and KS2 corridors and parents receive informative newsletters each half term.
- Staff in the nursery and reception classes have daily contact with parents and carers. The start of the day in the reception classes, and each session in the nursery is smooth, and children settle quickly. In the nursery, parents are invited to help with reading groups each week.
- The school prospectus and the governing body's annual report for parents meet the recommendations of the NAFW Circulars 14/1 and 15/1. The home-school agreement meets statutory requirements.
- The school works hard to encourage and welcome parents to become involved in the life and work of the school. However, very few parents become involved in the teaching and learning activities on a daily basis. There is strong support for fund-raising events organised by the Friends of Greenway School group.
- Members of the local clergy visit the school from time to time and contribute to collective worship. The local community policeman is making an important contribution through his involvement in the *School Watch* scheme.
- There is a strong and effective link with other partner primary schools and the secondary school within the Rumney Learning Centre scheme. This is well co-ordinated and is having a positive influence on standards in the core subjects and ICT, especially for pupils who need extra support in their learning. Y4 pupils benefit from an exciting joint project in dance that involves a local professional company and pupils from the secondary school. The school has good working links with the LEAs traveller education unit, which is housed on the school site.
- Transition arrangements for Y6 are comprehensive and well organised and include a bridging project in science. Pupils enjoy competing in team sports with other primary schools.
- There are good links with Tertiary colleges and an institute of education. The school regularly accepts students for work experience and teacher training and pupils benefit

from the additional adult support and focused projects in mathematics, geography and English.

5.7 Partnership with industry

The school's partnership with industry is satisfactory.

- The school has made a good start in drafting an integrated policy for partnership with industry that influences the learning and teaching of all year groups. However, this policy has not yet been implemented.
- There are a number of beneficial links with local shops that have enhanced some of the pupils' learning. Stimulating projects in textiles, weaving and a mosaic mural led by professional companies have extended the curriculum in art in Years R, 1, 4 and 5. A clothes design project involving a national chain has contributed to pupils' learning in design and technology.
- A strong link with a branch of a national supermarket chain has provided a number of opportunities for pupils to be involved in fund raising for the school. In past years the headteacher and deputy have benefited from short placements in industry and commerce.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

Procedures for self-evaluation and planning for improvement are satisfactory. However, there are some shortcomings in the use of assessment data and analyses to measure outcomes and plan for improvement.

- Policies are in place for all NC subjects and religious education; policies for personal social and health education and sex education have also been approved. Such policies are reviewed on a rolling programme.
- The school uses NC assessments to judge the overall performance of pupils, and meets statutory requirements in relation to target setting. However, information from the school's analysis of test results is not yet used to analyse areas of weakness in teaching or to identify short-term targets for improving pupils' learning.
- Performance management procedures for teaching staff are being implemented.
- The monitoring of standards in learning and teaching by subject co-ordinators and the development of subject portfolios are at an early stage of development. For example, shortcomings in standards in handwriting have been recognised and, although standards are still not high enough, the school is actively addressing the issue. The IT co-ordinator has provided good support for staff to ensure progression in skill development through the key stages. The music co-ordinator is working to increase the opportunities for pupils to experience music from a wider range of cultures.

- The headteacher, governors and staff contribute to the preparation of the School Development Plan (SDP). This outlines the school's main priorities as well as targets for each subject area; it sets out priorities and identifies time scales, personnel and costs. Governors monitor the budget closely and work diligently to achieve *best value* in all purchases but do not have sufficient access to assessment data and analyses to measure outcomes rigorously.

6.2 Leadership and efficiency

The leadership and efficiency of the school are satisfactory.

- The headteacher is well respected by pupils, parents and staff and successfully fosters the strong, caring atmosphere of the school. The deputy headteacher gives good support to the headteacher. Their respective strengths are complementary. The deputy headteacher takes responsibility for a number of specific areas, including the successful management of the school's special education needs provision.
- Daily routines are established and the school runs smoothly. The day-to-day administration of the school is effective and appropriate procedures are in place. The school reports that it has responded to the recommendations arising from the latest financial audit report.
- The headteacher has recently returned to the school after a five-term secondment as acting headteacher of another school in Cardiff, during which the deputy headteacher led and managed the school. After such an extended period of absence, it is inevitable that there are adjustments to be made. However, these appear to be taking longer than would normally be expected. As a result, important work, such as the monitoring of teaching, learning and achievement, is in abeyance. This is preventing the school from moving forward. Crucially, the school has not identified and planned for its longer-term development.
- Each subject has a curriculum co-ordinator and there is a co-ordinator for the early years' provision. There was non-teaching time available to staff to undertake their co-ordinator responsibilities in the last academic year. Procedures for co-ordinators to monitor and evaluate teaching, learning and achievement are not consistent. Staff do not, at present, have sufficient access to, or knowledge of, data from statutory test and other assessment information. There is insufficient sharing of good practice and expertise in teaching and learning.
- The governing body is very supportive of the school. Governors are representative of the local community and many have served the school for a long time. They receive information about the work of the school through written and oral reports. A number of governors visit the school on a regular basis.
- The governors review the school's mission statement, aims and values each year. These are specific to the school and soundly reflected in its work.
- A range of relevant policy documents is in place, many of which have been recently reviewed and updated. The school has drawn up a policy for racial equality, in line with

statutory requirements. The school has completed an audit of the premises as part of its strategy for accommodating people with disabilities.

- Financial planning is related to priorities for improvement. The SDP is costed but the governors' evaluation as to how the allocation of funds impacts on the standards achieved by pupils lacks rigour. A contributory factor is that they do not have sufficient information and evidence to make secure judgements.
- The governors plan the school's budget to keep reserves within recommended limits. They are particularly committed to maintaining a generous teacher-pupil ratio. Late additions to the budget in the last financial year led to reserves being greater than expected. The governors do, however, have sound contingency plans to deploy any surplus funds.

6.3 Staffing, accommodation and learning resources

Staffing, accommodation and learning resources are good overall. There are some shortcomings in the accommodation.

- The school has an appropriate number of teaching and non-teaching staff; they are appropriately qualified and experienced, and are deployed effectively.
- Teaching staff have access to appropriate training; non-teaching staff are included in whole school training initiatives where appropriate.
- Plans are in place for staff appraisal as part of the Performance Management Process; team leaders have been identified, and training for all teachers has been provided. There are procedures in place for the induction and monitoring of newly qualified teachers.
- Each member of teaching staff has a job description and responsibility for one or more areas of the curriculum.
- Classroom support staff make a valuable contribution to standards. Good support is received from the caretaker and cleaning staff, and day-to-day administrative tasks are carried out effectively by the school secretaries.
- The school premises provide sufficient space for teaching and learning; classrooms and corridors are spacious, well-organised and feature attractive, colourful displays.
- Displays reflect the value teachers place on pupils' work. However, there is insufficient reflection in displays of the multi-cultural nature of modern society and the work of Welsh artists, writers and composers.
- Physical access to the site and around the school is not appropriate for people with physical disabilities. There is a rolling programme in place for the refurbishment of the toilets.

- Outside facilities are adequate for pupils in KS1 and KS2. The outside play area designated for nursery pupils is inadequate. Pupils in the reception classes have to walk a considerable distance to access this outdoor area as there is no other provision for them.
- The amount and quality of learning resources are good. Resources are well used, successfully managed and accessible. All classrooms have at least one computer. The ICT suite is timetabled for additional activities and this limits access by classes. KS1 classes do not use the suite, which is a shortcoming.
- The library has been restocked with up to date good quality fiction and non-fiction books.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

- The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right. The educational provision for the under-fives is appropriate to their needs. Children make good progress in the nursery and satisfactory progress in the reception classes towards the Desirable Outcomes for Children's Learning (DLOs). By the age of five, many children achieve these in all areas of learning but a significant proportion does not.
- Children attend the nursery (3-4 year olds) on a part-time basis in the term they reach three years of age. They attend the reception class (4-5 year olds) on a full-time basis from the September following their fourth birthday.
- Baseline assessments administered soon after children enter the nursery indicate that children's skills are below, and often well below, those expected nationally. Many children have delayed speaking, and limited listening skills.
- The school's provision covers all the areas of learning. There is a strong emphasis on developing children's personal and social skills in all classes. Curriculum planning is good in the nursery and provides a good balance of activities through which children build up a range of skills. A strength of the nursery curriculum is that activities are carefully planned to encourage children's skill development in a number of areas of learning, particularly speaking and listening, and social skills.
- In the reception classes, teachers are working with advisory staff from the local education authority to develop a curriculum that fully reflects the areas of learning for children under five. The quality of the curriculum is improving but the progression in children's skill development from the nursery through reception and into KS1 is not yet secure. On occasion, children spend too long sitting whilst adults talk to them; on other occasions, the amount of time devoted to direct teaching is too brief.

- Nursery staff ensure a good balance of class teaching and organised group activities. In the reception classes, the balance is improving but is not yet right, particularly in the development of key skills.
- The lack of appropriate outdoor facilities is adversely affecting children's physical development.

Nursery (part-time) (3-4 year olds)

Good features

- Children make good progress from a low starting point in the development of their personal and social skills. They are familiar with daily routines and most settle down happily at the start of each session. Children work and play co-operatively with each other. They make good progress in developing a respect and regard for each other. Most children use the toilet independently and put on or take off their coats with the minimum of help.
- Children make good progress in the development of language, literacy and communication skills. They listen for increasing periods of times to adults and follow simple instructions. Most respond well to encouragement to speak clearly and use phrases rather than single words. They respond to questions and talk about their work.
- Children enjoy listening to stories. They retell parts of well-known stories such as *The Three Bears*. They handle books carefully and understand that words and pictures carry meaning. Many children recognise their name and some successfully copy it, following the writing direction. Some children accurately recognise the shape and sound of letters.
- Children listen and respond to simple phrases in Welsh.
- Children make good progress in their mathematical skills. They know some number rhymes and songs, and most count confidently to 10. Children sort and match shapes by colour and properties. They distinguish between little and big or empty and full.
- In the development of their knowledge and understanding of the world, children make good progress. They use the computer confidently and control the mouse well. They know about their families and remember what happened yesterday. They know about the seasons and the harvest. They are aware of people who help us, for example, postal workers and have sent letters from the local pillar-box. Some describe places and shops they visit in Cardiff.
- Children make good progress overall in their physical development. Their fine motor skills are good and they handle tools, materials and small equipment correctly. They use construction kits well to make models.
- Children make good progress in their creative development. They choose and stick materials for a collage. They choose and arrange shapes, print and paint patterns. Children know a number of action songs.

Shortcomings

- In their physical development, children do not develop sufficient awareness of outdoor space through climbing activities or the use of large wheeled vehicles because the play area is too small.

Reception (full-time) (4-5 year olds)

Good features

- Children continue to make good progress in the development of their personal and social skills. They behave well and co-operate with each other when using tools and equipment. Most children follow straightforward instructions well. They understand the need to take turns and they show responsibility when tidying away. Most children dress and undress themselves without adult help.
- Good progress is maintained in communication skills. Children listen carefully to adults, visitors and each other. They take part in individual conversations and contribute to class discussions. When writing and drawing, children choose from a variety of mark makers and most hold their pencil correctly.
- Children recognise some alphabet letters by name and sound. They know that the printed word carries meaning and that the reading direction is from left to right. They are familiar with such stories as *Goldilocks and the three bears*, which they read from the *Big Book* with their teacher. They recognise their written names.
- Children know a number of greetings and simple phrases in Welsh. They respond well to simple questions or instructions in Welsh.
- Children make satisfactory progress in their mathematical development. They recognise shapes and patterns and sort sets of different objects. They put numbers in order and many count up to 20. Most children write numbers to nine. They add and subtract numbers and understand the meaning of *one more* and *one less* than. They sort and match shapes by their properties.
- In their knowledge and understanding of the world, children make satisfactory progress. They understand the differences between night and day and comment about the weather. Many children know that dogs and cats are pets whilst lions and elephants are wild animals. They are aware of what happened yesterday and a much longer time ago. They use the mouse on the computer to make choices, for example, in a painting program.
- Children make good progress in their creative development. They choose and name a range of colours to paint with, select and apply materials for collages. They use *play dough*, sand and other resources imaginatively. They know a number of songs in English and Welsh.

- In their physical development, children make satisfactory progress. They handle various tools, games and construction kits successfully. In the hall, they improve their balancing and travelling skills.

Shortcomings

- Children do not maintain the momentum established in the nursery in the development of their key skills, particularly reading and writing.
- Too many children are still at the stage of tracing over an adult's writing. Few are writing letters and words independently.
- In their physical development, children do not sufficiently develop skills in the use of large wheeled toys and climbing equipment due to inadequate outdoor provision.

English

Standards of achievement are satisfactory overall in KS1 and KS2. Standards are good in speaking and listening and satisfactory in reading and writing.

Good features

- Pupils listen attentively and focus their concentration well on a particular speaker. They listen to others points of view, and question and extend their ideas during literacy lessons.
- Pupils in KS1 speak clearly and audibly, building on their knowledge and previous experiences. They take turns to speak, ask and answer questions related to texts they study.
- Pupils in KS2 develop an idea, present information in a logical sequence and justify their answers.
- Standards of achievement in KS1 in reading are satisfactory. All pupils show interest in a wide variety of reading resources; they respond to the illustrations, talk about characters and settings within a text, and recognise the structure of a story. Class and group reading activities are helping pupils to develop these skills. More able pupils use a variety of reading strategies to decode words that are unfamiliar.
- In KS2, most pupils make satisfactory progress in reading. Most pupils participate enthusiastically in shared text reading, responding to the text and answering questions. They are beginning to use inference and deduction to support their views in both fiction and non fiction texts. More able pupils read fluently and with good expression and discuss their preferences and favourite authors.
- Some pupils in KS1 write simple sentences using capital letters and a full stop. More able pupils spell common words correctly and use word banks and a dictionary.

- In KS2, pupils make satisfactory progress in writing. They learn to use dictionaries and thesaurus, about the structure of a sentence and how to build up an extended piece of writing. They write for a range of purposes and in a variety of formats. More able pupils display consistent use of accurate spelling, punctuation and grammar, and write at length.
- In KS1, pupils are beginning to develop their handwriting, demonstrating growing awareness of size and orientation of print. In KS2, more able pupils use an appropriate joined up style and present their work with appropriate attention to layout.
- More able pupils in Y2 use computers to write simple sentences in literacy lessons. Pupils in KS2 word-process their work to produce captions, dialogue and stories.

Shortcomings

- In KS1, many children lack the phonological skills to make progress in reading and find it difficult to find appropriate strategies for tackling unfamiliar words. Many children are at the early stages of writing and have difficulty spelling words independently.
- In KS2, some pupils make only slow progress in reading and writing. Their phonological skills are not secure.
- Few pupils have well-developed joined and legible handwriting.

Mathematics

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 make satisfactory progress. They have a sound grasp of the basic number processes. Y1 pupils have a sound understanding of number bonds to 10 and some count beyond. They see patterns in numbers when undertaking inverse operations. Y2 pupils count, forwards and backwards, in multiples of two, five and 10 to numbers to 100.
- Pupils recollect the names of regular 2D and 3D shapes. They successfully discuss the properties of shapes in terms of straight or curved sides. Some confidently identify the number of faces, edges and corners.
- Pupils sort and classify objects according to specified criteria. They understand days, hours and minutes when telling the time.
- Pupils in KS2 make satisfactory progress. With prompts, pupils in Y3 and Y4 count forwards and back in multiples of six, nine and eleven. Lower ability pupils in these year groups make good progress in practical work on doubling and halving strategies.
- In Y5 and Y6, pupils' understanding of pattern is satisfactory. They identify patterns and continue them for two or more steps. Pupils double and halve numbers mentally with increasing speed and accuracy. Many understand that a quarter is a half of a half.

- Pupils name a range of 2D and 3D shapes and describe their properties correctly. The older pupils recognise and describe different angles. Pupils are aware of scale when drawing bar charts.
- Pupils are familiar with standard units of measurement involving length, weight, capacity and time. Y3 and Y4 pupils successfully read the scale on a thermometer, calculate increases and decreases in temperature over time and show an understanding of negative numbers when working with sub zero temperatures.
- Throughout both key stages, pupils use mathematical vocabulary correctly.
- Many pupils who otherwise find mathematics difficult nevertheless show success when calculating using money.

Shortcomings

- In both key stages, although there is an increasing emphasis in lessons on the development of oral and mental strategies, pupils lack confidence in applying these to investigational and problem-solving situations.
- Pupils do not record their work with sufficient speed or accuracy.

Science

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils describe the similarities and differences between materials; they sort materials into groups and describe their properties in appropriate scientific language. They describe the way everyday materials change on heating and cooling.
- Pupils confidently build electrical circuits and know that if the circuit is broken, the bulbs will not light. Circuit diagrams are clear and accurate.
- In KS2, pupils create a circuit to light a bulb, and understand that an increase in power affects the brightness of the bulb. More able pupils use a systematic approach to troubleshoot when a circuit doesn't work.
- Pupils know that teeth break up food and the importance of dental care; pupils describe what happens if teeth are not cared for. They know that the body needs different foods and more able pupils understand food groups and their functions for activity and growth.
- Pupils know the main stages in the life cycle of a flowering plant; they name the parts of a flower and know their functions. They know that light travels from a source and that light cannot pass through some objects and shadows are formed.

- Pupils use information technology to create databases to record and interpret their findings.

Shortcomings

- In both key stages, pupils' skills in planning investigations are limited.
- Pupils have an insecure grasp of what constitutes a fair test.

Welsh second language

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- KS1 pupils know and use simple greetings. They answer questions about the weather and pets using short, rehearsed sentences. They know colours and count confidently to ten.
- Pupils read familiar vocabulary and match words to pictures.
- KS2 pupils respond appropriately to everyday classroom phrases. They answer questions about hobbies, where they live and favourite lessons within a practised context; pronunciation is generally good.
- With practice, KS2 pupils read simple phrases.

Shortcomings

- Pupils in both key stages are unable to recall a sufficient range of simple phrases and sentence patterns to sustain a basic conversation.
- Reading and writing skills are underdeveloped in both key stages.

Design and technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in KS1 are familiar with the design and make process. They know that it is important to judge whether the finished product is suitable for its intended purpose.
- KS1 pupils design cars, use axles and wheels in their models and test these to find out which is the most successful design.
- In KS2, pupils design, make and evaluate sandwiches in Y3 and successfully build on these in Y5 when they undertake a project on bread. In preparing their ideas through

tasting a variety of commercially produced breads, they show a good understanding of such elements as texture, taste and appearance.

- Y6 pupils successfully undertake tasks such as building a weight bearing shelter using a restricted range of materials. They evaluate their finished products critically.
- In both key stages, pupils use equipment correctly and follow procedures safely.

Shortcomings

- Pupils have insufficient experience of using ICT for control purposes.

Information technology

Standards of achievement are good in KS1 and KS2.

Good features

- Pupils in both key stages are learning to use equipment and software confidently. They demonstrate good skills and independence in IT lessons and are beginning to apply these across the curriculum.
- Pupils in KS1 understand that information is stored on the computer and save and print their own work. They use the delete key when correcting their own work. They use a database to record their findings in science.
- Most pupils in KS1 explain what they are doing when they use computers or listening centres and how they support their learning.
- Pupils in KS2 make good use of the computer suite, developing IT skills in a range of curriculum areas. They describe the advantages of using IT and demonstrate a good knowledge of IT-specific language.
- Pupils in KS2 successfully draft and revise their work.
- In Y3 and Y4, pupils use their skills to produce repeating patterns and creative designs and also to evaluate the work of other pupils. In Y5 and Y6, pupils store and retrieve using a database and create new fields to further develop their work.
- Pupils across KS2 make good use of the Internet for a wide range of purposes.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good in KS1 and KS2.

Good features

- In both key stages, pupils develop historical enquiry skills enthusiastically, studying a variety of historical periods.
- Pupils ask questions and search for answers from a variety of sources. They give opinions about events and, by KS2, recognise that the past is represented in different ways. They are developing an understanding of bias.
- Pupils use timelines to develop their sense of chronology and, in KS2, identify events within centuries.
- Pupils in KS1 compare the past and the present using artefacts, paintings and photographs. They study famous people and identify the similarities and differences between their lives and those of long ago.
- In KS2, pupils show their developing awareness of different periods of time. They empathise with Roman soldiers living in Wales or identify with the living conditions of poor and rich people in Victorian times.
- In Y5, pupils identify primary and secondary sources when studying the Tudors and ask open-ended questions about the nature of the evidence.
- In KS2, pupils make good use of ICT to undertake personal research in historical topics. In Y5 and Y6, pupils use the Internet to complete weekly challenges as part of their homework.
- Field trips to historical sites and museums in Wales allow pupils to identify and make good use of evidence in their search for knowledge.
- Cross-curricular links with art, English, IT and Y Cwricwlwm Cymreig create good opportunities for pupils to record their findings in a variety of formats, including some examples of good quality empathic writing.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils use and understand basic geographical terms such as hill and river. They understand that different buildings have different purposes and sort housing into different types.
- Pupils draw simple plans of their classroom and understand that it is a *bird's eye view*. They describe the differences between the local weather in summer and winter and select appropriate symbols.
- In KS2, pupils identify their local area on a map and recognise a map of Wales. More able pupils understand that land is used for a range of purposes.
- Pupils locate places on a map using two figure references and know some common map symbols; they use maps to identify their route to school. They compare and contrast some aspects such as housing in the local area with that in a developing country.

Shortcomings

- Pupils have a limited knowledge of their local area and of why changes in localities arise.
- Pupils have limited skills in handling, classifying and interpreting data.

Art

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In KS1, pupils produce drawings from direct observation and imagery. They show confidence in describing and illustrating shape, pattern and texture.
- Pupils use a range of tools and materials including paint, chalk and collage to enhance the presentation of work in other curricular areas.
- In KS2, pupils further develop their ability to draw accurately and in proportion from direct observation. They use a range of media including charcoal and chalk. They blend colours to match tones and experiment with tone in pencil sketches.
- Y3 and Y4 pupils successfully use a computer-based graphics package to produce repeating patterns.
- Pupils work co-operatively to plan and make three-dimensional objects. Y6 pupils use card to produce constructions of local housing.

Shortcomings

- Pupils' understanding of the work of artists, including Welsh artists, is limited.
- They have little knowledge of the arts, crafts and design of other cultures.

Music

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- In both key stages, the quality of singing is satisfactory. In collective worship, boys and girls alike sing tunefully and follow the lead given by the piano accompaniment.
- KS1 pupils accurately repeat a short rhythmic pattern. They know that a *Lullaby* is a quiet song. They sing tunefully.
- KS2 pupils handle instruments carefully. They recognise the differences between sound and silence. When composing, they try different ways of using instruments to create mood and effect.
- Pupils follow a conductor carefully and maintain a regular beat when performing a simple rhythmic pattern. They respond very well to the expertise of a trained musician.
- Pupils receiving singing lessons make good progress.

Shortcomings

- Pupils have limited knowledge of songs and recorded music from a wide range of cultures, including Wales.

Physical education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 balance effectively. They devise their own balances and produce accurate *mirror images* of other pupils' balances.
- Pupils enjoy team games and respond promptly to a change of instruction in an invasion game.
- Pupils in KS2 understand the importance of warming up and cooling down before and after rigorous exercise.

- Pupils co-operate well in team games. They throw and catch satisfactorily. Most pupils successfully stop and field a ball.
- In dance, pupils successfully develop routines. They work co-operatively with each other and identify ways in which they can improve their performance.
- Older pupils develop an appreciation of other pupils' efforts and an appropriate competitive attitude. Pupils are aware of safety considerations.

Shortcomings

- KS1 pupils have a limited awareness of the meaning of travelling terms such as *over* and *around*.
- Pupils do not consistently evaluate their own and other's performances.

Religious education

Standards of achievement are satisfactory in KS1 and KS2.

Good features

- Pupils in KS1 recall special stories from the Bible, such as the birth of Jesus, and relate these to special events in their own lives, such as christenings and Christmas.
- They understand that there are special days in people's lives and that celebrations are sometimes linked to people's religious beliefs.
- Pupils are beginning to understand the significance of prayer and why people pray; they have written their own prayers.
- In KS2, pupils know the main Christian festivals and at which time of the year they occur.
- They know that there are different places and ways of worship in the Christian faith.
- They develop their knowledge and understanding of the significance of celebration and know that there are other religions in the world apart from Christianity.

Shortcomings

- Pupils' knowledge and understanding of religions other than Christianity are limited.
- Their ability to reflect on their own and other people's lives and beliefs is restricted.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Six issues were identified in the previous report of the inspection in the Summer Term 1997. (Figures in parenthesis refer to the appropriate sections of the report.)

- **Improve standards in design and technology.** Good progress has been made. (3.1)
- **Improve standards in oral work in Welsh second language in KS2.** Satisfactory progress has been made. (3.1)
- **Improve short-term lesson planning.** Good progress has been made. (5.1)
- **Give more attention to duration and pace of lessons, and to task setting.** Good progress has been made. (5.1)
- **Upgrade the canteen and toilet provision for pupils and staff.** Overall, satisfactory progress has been made. The canteen has been demolished and a new kitchen and dining facilities created within the main building. The toilet provision is being improved through a rolling programme of work. (6.3)
- **Repair damaged surfaces and the building to remove safety hazards and institute a risk assessment survey of the site.** Satisfactory progress has been made. No safety hazards were observed during the inspection. The LEA has completed the risk assessment survey.

8.2 Key issues for action

The governors, headteacher and staff should now:

- Continue to raise standards in the under-fives and both key stages by:
 - (1) planning more rigorously and systematically for the development of key skills across the curriculum, and monitoring pupils' progress towards achieving these;
 - (2) strengthening pupils' skill development in reading and writing in English, problem solving in mathematics and investigative and experimental work in science;
 - (3) identifying pupils who learn at faster rates and ensuring that they are consistently challenged to make the best possible progress;
 - (4) promoting pupils' appreciation and understanding of different cultures, especially Welsh culture, across the curriculum.
 - (5) identifying opportunities for pupils to reflect upon their learning and develop independent work habits.

- Improve the strategic management of the school by:
 - (1) focussing priorities for school improvement on raising standards and regularly monitoring and reviewing the progress made towards the achievement of these;
 - (2) identifying good practice in teaching and learning and ensuring that this is shared, developed and systematically monitored throughout the school;
 - (3) ensuring that teaching staff have access to, and training in the use and analysis of assessment data and analysis; and in using this information to target the next steps in pupils' learning;
 - (4) developing and pursuing a structured and measurable vision for the future development of the school.
- Ensure that the registers are called at the very beginning of each session in accordance with the requirements of the NAFW and reduce the number of pupils arriving late for school.

APPENDIX

A. Basic information about the school

Name of School	Greenway Primary School
School type	Community
Age-range of pupils	3-11 years
Address of school	Llanstephan Road Rumney Cardiff
Post-Code	CF3 3JG
Telephone Number	029 2077 7048

Headteacher	Mr G Scott
Date of appointment	1 st September 1988
Chair of Governors	Mrs C Derbyshire
Registered Inspector	Dr M Best
Dates of inspection	27 th January – 31 st January 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	36	34	36	31	44	39	44	281

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	2	14

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Average class size, excluding nursery and special classes	22
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Autumn 2001	92	90	89	90
Spring 2002	87	86	89	87
Summer 2002	91	88	88	89

Number of pupils excluded during 12 months prior to inspection.	5
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C. Results of National Curriculum assessments and public examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS1 Results: 2002			Number of pupils in Y2: 32					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	9	25	56	9	0
		National	0	4	13	62	20	0
EN: Reading	Teacher Assessment	School	0	9	22	59	9	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	9	28	50	13	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	9	25	53	13	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	13	13	50	25	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	9	25	56	9	0
		National	0	2	10	68	20	0

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school:	66	In Wales:	81

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

END OF KEY STAGE 2: 2002

National Curriculum Assessment KS2 Results: 2002							Number of pupils in Y6: 46							
Percentage of pupils at each level														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher assessment	School	0	0	0		0	0	18	31	33	18	0	
		National	0	0	3		-	1	5	16	45	29	0	
	Test/Task	School	0	5	0	0				21	15	41	18	
		National	0	2	2	1				4	12	41	38	
Mathematics	Teacher assessment	School	0	0	0		0	0	13	43	35	10	0	
		National	0	0	3		0	1	4	19	46	27	0	
	Test/Task	School	0	8	5	0				18	30	33	8	
		National	0	2	1	1				4	19	43	30	
Science	Teacher assessment	School	0	0	0		0	0	5	33	48	15	0	
		National	0	0	3		0	0	2	13	49	33	0	
	Test/Task	School	0	0	0	0				3	28	48	18	
		National	0	2	0	1				1	10	47	38	

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by Teacher Assessment		By Test	
In the school:	38	In the school:	38
In Wales:	68	In Wales:	68

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996.
A Pupils who have failed to register a level because of absence.
N Pupils who have failed to register a level for reasons other than absence.
B Pupils not entered for tests because they are working outside the levels of the tests.
W Pupils who are "working towards" level 1, but have not yet achieved the standards needed for level 1.

D. Evidence base of the inspection

Four inspectors spent a total of 15 inspection days in the school. Fifty-six lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the headteacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the headteacher, staff and pupils in the school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the headteacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, headteacher and staff.

E. Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Michael Best	RgI	Context Main findings Standards achieved in subjects and areas Quality of teaching Curriculum Leadership and efficiency Progress since the last inspection Key issues for action	Early Years Mathematics Design and Technology Music Physical Education
Eilian James	Lay	Spiritual, moral, social and cultural development Behaviour and attitudes Partnership with parents, community and other institutions Partnership with industry	
Susan Davis	Team	Standards in Key Skills across the curriculum Assessment, recording and reporting	English History Information technology
Ann Neal	Team	Support, guidance and pupils' welfare Special educational needs Quality of self-evaluation and planning for improvement Staffing, accommodation and resources	Science Welsh second language Art Geography Religious Education

The visiting inspectors wish to thank the governors, pupils, headteacher and all the staff for the co-operation and courtesy they received during the inspection.