

INSPECTION UNDER SECTION 10 OF  
SCHOOL INSPECTIONS ACT, 1996

HAWTHORN JUNIOR SCHOOL

Hawthorn Road West  
LLandaff North  
Cardiff CF4 2FL

School Number: 681/2025

Date of Inspection: 21st – 23rd June 2004

Mrs. B. A. Jones

REGISTERED INSPECTOR: WO46/15969

15<sup>th</sup> July 2004

UNDER ESTYN CONTRACT NUMBER: T/211/03P

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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 the age of eighteen is intended to ease communication among schools, governing bodies, parents and local education authorities and to emphasise the importance of continuity.

The term "reception" is applied to the year-group of pupils in a primary school (not a nursery class) who attain the age of five during the academic year. "Year 1" (Y1) is applied to the year-group of pupils who attain the age of six during the academic year and so on to Y13 — the year-group who attain the age of eighteen 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; Key Stage 2 of Y3 to Y6; Key Stage 3 of Y7 to Y9; Key Stage 4 of Y10 and Y11 (which is the final year of compulsory education).

## GRADE DESCRIPTIONS

The following five-point grading scale is used to represent the main judgments in the report:

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**

Hawthorn Junior School is situated in Llandaff North, on the outskirts of Cardiff. The school comprises a Victorian and Edwardian school, joined by an entrance hall. It has five classes and two halls. The school has a relatively small yard, developed over the last five years to encourage a variety of activities. There is no field; the school currently has occasional access to the nearby park, for games.

The school draws pupils predominantly from the immediate surrounding area, described as the outer area of the large city of Cardiff. Currently the school has 148 pupils aged seven to eleven. Numbers have remained relatively stable over the last four years.

The area served by the school can be described as neither prosperous nor economically disadvantaged. Approximately twenty percent of the pupils are registered as entitled to free meals and the intake covers the full range of ability. Forty pupils are identified as having some form of special educational needs (SEN) and one pupil has a statement of special educational needs.

Twelve percent of pupils are from ethnic minority groups. English is the sole or predominant language for ninety-eight percent of the pupils, with no pupils speaking Welsh as a first language.

The school consists of five classes, two of which are taught in mixed age groups. Team teaching takes place in the largest of the five classes, where all pupils are in the same age group.

The head teacher, staff and governors have a set of aims for the school. They are:

The children leaving our school will:

- have acquired knowledge, understanding and skills relevant to the next stage in their life;
- be able to observe, investigate and solve problems using and applying their knowledge, understanding and skills;
- have a positive attitude to work, using their time purposefully;
- have developed personal moral values as a basis for appropriate behaviour;
- have developed positive self-esteem alongside measured self-control;
- have a sense of responsibility for their school, community and the environment as a whole;
- have respect for social diversity and a commitment to equal opportunities for all.

No changes have been made to the type or age range of the school in recent years.

The present head teacher has been in post since 1996. The school is in the fourth year of the second cycle of a four-year cycle of development planning. The current annual development plan identifies the priorities as transition from KS1 to KS2, improving pupils' spelling,

improving performance of pupils in AT1 in mathematics, improving pupils' reading, and to evaluate attainment, progress and provision in all subjects as part of a whole school review, to set priorities for the next four years.

The school was last inspected in October 1998.

During the inspection, a supply teacher taught one class.

## 2. MAIN FINDINGS

### The Main Findings of the Report

#### Educational Standards Achieved by Pupils

- \* During the inspection, standards of educational achievement were satisfactory in all of the lessons or sessions observed, including 72% where they were good. Standards were satisfactory in 28% of lessons or sessions. No unsatisfactory standards were observed.
- \* Standards achieved by pupils were:

<b>Subject</b>	<b>KS2</b>
English	Good
Mathematics	Good
Science	Good
Welsh (as a second language)	Good
Design and Technology	Satisfactory
Information Technology	Satisfactory
History	Good
Geography	Satisfactory
Art	Good
Music	Good
Physical Education	No Grade Awarded
Religious Education	Satisfactory

- \* End of Key Stage 2 National Curriculum test results indicate that the percentage achieving the expected norm of Level 4 or above in English, mathematics and science is just below the local and national averages.
- \* The percentage of pupils achieving the level 4 or above in English, is significantly above local and national averages; in mathematics the percentage is comparable with local and national averages. In science the percentage of pupils achieving level 4 and above is just below local and national averages.
- \* When the results gained by pupils in Key Stage 2 national tests are benchmarked, the school performance overall is just inside the top 50% of similar schools in Wales for English, mathematics and science.

- \* These results, taken with those of previous years, demonstrate an overall trend of continuing improvement in Key Stage 2 results.
- \* In applying their key skills across the curriculum, pupils achieve good standards overall in speaking, listening, and reading. Standards are satisfactory in writing, the application of number and information and communication technology.

### **Ethos of the School**

- \* The school makes good provision for pupils' spiritual, moral, social and cultural development. The school aims are in evidence in many shared daily experiences. Pupils work together, and cooperate well in their everyday tasks. Relationships throughout the school are good. They are built on mutual trust and respect. Pupils are confident in a safe and secure environment.
- \* Pupils' cultural development is successfully promoted through the wide and interesting range of visitors, educational visits to places of interest, and pupils' role in the local community. Such activities provide regular opportunities for social interaction with peers and adults outside the classroom.
- \* Pupils collaborate well in group and class work. Pupils value the views and contributions of others. They talk politely to visitors and are very helpful.
- \* Pupils' behaviour is good and they display a positive attitude to school and their learning. The school has a clear policy on behaviour and discipline and the head teacher and staff expect high standards of behaviour.
- \* Parents are kept informed of the quality of their children's behaviour.
- \* Overall attendance is satisfactory at an average of 93.2% cent for the last three terms. This is similar to that recorded during the last inspection. Unauthorised absence is at 0.66%.
- \* The school complies fully with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

### **Quality of Education**

- \* The quality of teaching is good overall. In the classes observed during the inspection, the quality of teaching was good in 70% of the sessions or lessons observed, including 8% where teaching was very good. Teaching was satisfactory in 30% of sessions or lessons.
- \* The effectiveness of short and medium-term planning is good. Plans are firmly based on schemes of work ensuring continuity and progression in pupil learning.
- \* Teachers' planning, however, does not take sufficient account of IEP's, and

differentiation for the more and less able is limited.

- \* Learning objectives are explicit in all classes and pupils note them in their books so they know what they have to achieve.
- \* Good use is made of a range of teaching techniques and organisational strategies to stimulate and challenge pupils, who respond appropriately.
- \* Teachers have high expectations of pupils, in achievement and behaviour. They give clear explanations and ask appropriate and challenging questions. Teachers value pupils' contributions and a good learning climate prevails in most lessons.
- \* The quality of the school's assessment, recording and reporting of the progress of pupils is good with examples of very good practice.
- \* The achievement of all pupils in English, mathematics and science is regularly and rigorously assessed. Each pupil's progress in spelling, language, reading, vocabulary and mathematics is continuously and accurately monitored and SAT results are carefully analysed in order to influence teachers planning for the following year.
- \* The assessment, recording and reporting of the progress of SEN pupils is systematic and used accurately both to identify pupils' difficulties and to plan a teaching and learning programme.
- \* Records of all pupils' progress are very detailed, accurate and efficiently kept. They are easily accessed and managed. The annual written reports for parents are detailed, informative and individualised.
- \* There are examples of very good practice in some teachers' marking which gives clear guidance on how a pupil can improve. There are examples of very clear and constructive marking, but in some examples, marking is less rigorous in guiding individual pupils to higher academic standards.
- \* The overall quality, balance and breadth of the curriculum is good and meets the requirements of the National Curriculum.
- \* There are clear policies and schemes of work for all subjects. Some, such as those for English, mathematics, art and religious education, are of high quality. Subject leaders plan well to ensure that pupils build up their knowledge and skills during their time in school.
- \* Teachers ensure that all pupils have equality of opportunity to learn. The school has an appropriate policy for ensuring equal opportunities in relation to gender, race and ability. However, the nature of the school building is totally unsuitable for pupils with physical disabilities and, therefore, cannot be totally inclusive.
- \* There is a brief rationale but no policy to guide planning for key skills. Teachers promote good standards in speaking, listening and reading. The promotion of high

quality writing, numeracy and ICT is uneven as a consequence of the policy of placing a whole-school termly focus on a specific key skill.

- \* Homework is given to all pupils. The school has a Homework Club which ensures that all pupils have the opportunity to complete their homework in school.
- \* Extra-curricular activities provided for pupils are enriching. They include a chess club, a variety of sport, dance, residential experience in Treginnis Farm, and performances for differing audiences.
- \* The school offers good support and guidance to children in a small school ethos. Teachers and support workers know the pupils well.
- \* During discussion, older pupils report that they feel happy, safe and well supported in school and that Circle Time and Golden Time are effective vehicles for the provision of good pastoral care. The school highlights the development of social and emotional vocabulary throughout the curriculum.
- \* Provision for pupils with special educational needs (SEN) is good and efficiently managed by the special needs coordinator (SENCo). The requirements of the Code of Practice for Wales (2002) are being effectively met so that all pupils have access to the National Curriculum, RE and other curricular provision.
- \* The arrangements for identifying and monitoring pupils with SEN are very thorough and implemented systematically.
- \* Parents are fully and effectively involved from an early stage, and the arrangements for regular reviews of progress, including the annual review of statements, are well organised and documented.
- \* The school has good partnerships with parents, the community, schools and other institutions, with some very good features.
- \* The school has good relationships with parents who are supportive of the school and hold the head teacher and staff in high regard. Parents are kept well informed about the life and work of the school through regular newsletters, the use of notice boards and the development of "Find Out" evenings. A number of parents contribute to the work of the school through help in the classroom and on outside visits and sports events.
- \* There are very good links with both the local infant and comprehensive schools with a number of innovative projects to help bridge the transition from KS1 to KS2 and from KS2 to KS3.
- \* Partnerships with the LEA and other agencies and institutions, is good. Artist, poets and writers have been invited into school and the impact on the curriculum is evident. Pupils benefit from involvement with Dragon Sports and Llandaff Rugby Club.

- \* Partnerships with industry are satisfactory overall. Partnerships have been successfully established with a number of local businesses, which have supported work in design and technology.

## **Management**

- \* The quality of self-evaluation and planning for improvement is very good. The head teacher and the governing body have a strong commitment to raising standards through a culture of self-evaluation that embraces everyone in the school.
- \* The school makes very good use of data analysis to identify how well the school is performing overall and the progress made by pupils. Data is also used to demonstrate the significant value added by the school, any gender differences and to track the progress made by individual pupils.
- \* Subject leaders' involvement in the self-evaluation process has contributed significantly to their knowledge and understanding of their subject, of teaching and learning and what is necessary to raise standards of achievement in their subject.
- \* Progress towards the targets set out in the development plan is reported to governors termly. The head teacher and governing body make good use of self-evaluation reports to identify quantitative and qualitative targets for strategic and school development plans.
- \* Leadership is very good overall. The head teacher provides very good direction to the work of the school and promotes high standards. The head teacher has a clear sense of purpose for the school. He is confident in the values he promotes, demonstrated in the school aims. The head teacher ensures that the aims are kept under regular review, and consults governors and stakeholders in the process.
- \* The governing body has a very clear overview of all aspects of the school. The head teacher reports on curriculum development termly. The governing body also receive regular inputs from subject leaders and pupils.
- \* The finance committee of the governing body is proactive in the evaluation of cost effectiveness. They receive termly budget updates, which inform their recommendations for adjustments; and every year, they use the audit commission benchmark data to compare their income and expenditure with similar schools throughout England and Wales.
- \* The last audit report was May 2003; the financial systems at the school were considered sound. The school implemented the few recommendations within the 6 months following the audit.
- \* Overall the school provides good value for money.
- \* Staffing, accommodation and learning resources are good overall, and contribute to the standards of pupils' work.

- \* The school is adequately staffed and there is a reasonable match of teacher qualifications to the subjects they teach and their role in the school.
- \* The professional development of teachers is very good. It is relevant to both curricular and pupils' needs, in addition to the needs of individual teachers. There is a thoughtful system of induction for new teachers, and performance management is systematic and pertinent.
- \* Accommodation is satisfactory only. Space is restricted, for example, the hall is too small and limits the quality of PE that can be taught. The cramped conditions in some classrooms affect the freedom of movement for pupils undertaking independent learning and design and technology, science and art.
- \* The external play area is very restricted for space and the surface, in parts, is very uneven. Nevertheless, the school has made very good attempts to raise the quality of amenities for pupils such as a planting area, a range of games equipment and seating. The pupils report that this is a facility of which they are very proud.
- \* The school was recently awarded the Basic Skills Quality mark for the second time and has been successfully granted the Investors in People award for the third time.
- \* The school has cooperated with the LEA in preparing a plan to meet the requirements of the Disability Discriminations Act (Part 4) 2004.

### **Progress since the last inspection**

- \* Good progress overall has been made in standards in Welsh and music. Progress in standards in design technology, geography and RE is satisfactory.
- \* Very good progress has been made in all other key issues identified in the previous report.

## **3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS**

### **3.1 Standards Achieved in Subjects and Areas of Learning**

- \* During the inspection, standards of educational achievement were good in 72% of all the lessons and sessions observed. Standards were satisfactory in 28% of lessons and sessions. No unsatisfactory standards were observed.
- \* Standards are good in English, mathematics, science, Welsh, history, art and music. Standards are satisfactory in design and technology, information technology, geography, and religious education. No grade was awarded in PE.
- \* End of Key Stage 2 National Curriculum test results indicate that the percentage achieving the expected norm of Level 4 or above in English, mathematics and science

is just below the local and national averages.

- \* The percentage of pupils achieving the level 4 or above in English is significantly above local and national averages; in mathematics the percentage is comparable with local and national averages. In science the percentage of pupils achieving level 4 and above is just below local and national averages.
- \* The percentage achieving the higher grade of Level 5 in English, mathematics and science is significantly below the local and national averages.
- \* When the results gained by pupils in the Key Stage 2 national tests are benchmarked, the school performance overall in English, mathematics and science is just inside the top 50% of similar schools in Wales.
- \* After benchmarking, in English the school is performing in the top 25% of similar schools in Wales, and in mathematics, just inside the top 50% of similar schools in Wales. In science the school is performing just inside the bottom 25% of similar schools in Wales.
- \* These results, taken with those of previous years demonstrate an overall trend of continuing improvement in Key Stage 2 results.

### **3.2 Standards Achieved in Key Skills across the Curriculum**

- \* In applying their key skills across the curriculum, pupils achieve good standards overall in speaking, listening, and reading. Standards are satisfactory in writing, the application of number and information and communication technology.
- \* Oral sessions in lessons contribute significantly to developing pupils' confidence in both speaking and listening. Pupils are encouraged to elaborate and explain their thinking. They enjoy responding to questions, which they do without hesitation.
- \* Pupils listen attentively, respond willingly and speak confidently in small groups, discussion and role-play.
- \* Pupils read aloud clearly and unselfconsciously, particularly in group reading sessions. Their listening skills enable pupils to read with expression demonstrating their understanding of the text.
- \* Pupils use a variety of writing for different purposes in English, and demonstrate the different styles across a broad range of subjects. However, pupils sometimes use worksheets and this limits the variety and length of their writing. When pupils do write, they pay insufficient attention to presentation.
- \* Number skills are applied in mathematics, science, design and technology, history and geography. Pupils collect data, and construct tables and simple spreadsheets. They often graph results in science. However, pupils have insufficient opportunities to use numbers

and measures in daily routines and occurrences in school.

- \* Pupils use estimation to predict outcomes, then test their results in mathematics, science, and design and technology.
- \* Pupils use their knowledge of number, space, shape and measures in science, design technology, and geography. They estimate and compare distances, measure, draw to scale, use co-ordinates and four-figure grid references. Pupils also use time lines in history.
- \* In all subject areas, ICT is available to support pupils' learning. Care is taken in selecting available IT sources to match the content of the lessons. A good range of appropriate sources is available via the Internet, and on CDs. Currently the resources are underused.

#### **4. ETHOS OF THE SCHOOL**

##### **4.1 Pupils' Spiritual, Moral, Social and Cultural Development**

The school makes good provision for pupils' spiritual, moral, social and cultural development.

- \* The school aims are in evidence in many shared daily experiences. Pupils work together, and cooperate well in their everyday tasks.
- \* Relationships throughout the school are good. They are built on mutual trust and respect. Pupils are confident in a safe and secure environment.
- \* Pupils' moral development is good. The head teacher and staff promote positive values such as respect, honesty, fair play and kindness. Pupils have a strong sense of responsibility and a clear understanding of right and wrong.
- \* Pupils collaborate well in group and class work. Pupils value the views and contributions of others. They talk politely to visitors and are very helpful.
- \* Where pupils undertake specific responsibilities, such as being a member of the School Watch Committee or supporting parent evenings, they act sensibly and responsibly.
- \* Pupils are encouraged and enabled to use their initiative.
- \* Pupils' cultural development is successfully promoted through the wide and interesting range of visitors, educational visits to places of interest, and pupils' role in the local community. Such activities provide regular opportunities for social interaction with peers and adults outside the classroom.

- \* *Y Cwricwlwm Cymreig* is less well developed throughout the school. Pupils explore the Welsh dimension through art, history, geography and music. However, this aspect is less well promoted in other subjects and areas.
- \* Pupils are developing an understanding and respect for other faiths and cultures, through visits to places of worship, artefacts, and the study of other countries.
- \* Racial equality is promoted successfully through the overall supportive and caring nature of the school, through aspects of the personal and social education (PSE) programme and through the school's effective policies for equal opportunities and racial equality.
- \* Collective acts of worship are held daily at the end of the day. All reinforce the values taught by the school and due attention is given to biblical stories. Representatives from local churches regularly attend and contribute.
- \* During collective acts of worship, pupils are given appropriate time for prayer and reflection.
- \* Collective worship complies with statutory requirements, and makes a significant contribution to the RE curriculum.
- \* Pupils' response to the provision for spiritual, moral, social and cultural development is good and they take full advantage of the many opportunities offered to them.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour is good and they display a positive attitude to school and their learning.

- \* The school has a clear policy on behaviour and discipline.
- \* The head teacher and staff expect high standards of behaviour.
- \* A system of "Golden Rules" operates to reward good behaviour; it is well understood and appreciated by pupils.
- \* The school's behaviour strategy is being well supported by the School Watch Committee, which has representatives from each year group.
- \* Pupils' attitudes to learning are good overall. The majority of pupils display interest in and enthusiasm for their learning; they respond well in lessons and are motivated learners.
- \* Pupils are friendly, helpful and courteous towards visitors. They behave responsibly, showing courtesy and respect for each other and adults alike, and display a good degree of self-discipline.

- \* Despite the limited space and facilities in the external play areas, pupils behave well at break times and co-operate with their peers in a variety of play activities.
- \* Parents are kept informed of the quality of their children's behaviour.
- \* There are appropriate policies in place to discourage bullying, sexism and racism, and these work well.

### **4.3 Attendance**

Overall attendance is satisfactory at an average of 93.2 per cent for the last three terms. This is similar to that recorded during the last inspection. Unauthorised absence is at 0.66 per cent.

- \* Attendance trends are reviewed on a monthly basis. However, there are no clearly defined targets for reducing the levels of absence.
- \* Attendance rates are depressed by a number of families who take their children on holiday during school terms.
- \* While most pupils arrive punctually at the start of the school day, there are a small number of persistent latecomers.
- \* There is regular liaison with the education welfare officer.
- \* The school complies fully with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching is good overall.

The quality of teaching is good in 70% of the lessons and sessions observed, including 8% where teaching is very good. The quality of teaching is satisfactory in 30% of lessons and sessions.

- \* Teachers' knowledge and understanding of the subjects they teach is good overall and has a significant impact on pupil achievement.
- \* The effectiveness of short and medium-term planning is good. Plans are firmly based on schemes of work ensuring continuity and progression in pupil learning.
- \* Teachers' planning, however, does not take sufficient account of IEP's, and differentiation for the more and less able is limited.

- \* Teachers of pupils of the same age plan together, using a common format, to ensure pupils have access to the same curriculum. Shared planning is both supportive and developmental for the teachers involved.
- \* Lesson plans during the inspection were detailed, based on schemes of work, and contained the learning objective for pupils. They included links to previous lessons, strategies for achieving the objective, and details of differentiated outcomes for pupils.
- \* Learning objectives are explicit in all classes and pupils note them in their books helping them to understand what they have to achieve.
- \* Good use is made of a range of teaching techniques and organisational strategies to stimulate and challenge pupils, who respond appropriately.
- \* Most sessions start with a whole class approach and end with a plenary. Such sessions are valuable. However, in some classes, working in this way can take up a significant part of the lesson, reducing the opportunities for pupils to engage in independent and differentiated learning experiences.
- \* Teachers have high expectations of pupils, in achievement and behaviour. They give clear explanations and ask appropriate and challenging questions. Teachers value pupils' contributions, and a good learning climate prevails in most lessons.
- \* In some cases, over-directing by the teacher limits the opportunities for pupils to take responsibility for their own learning.
- \* Pupils talk honestly about their successes and challenges, and what they enjoy about learning.

## **5.2 Assessment, Recording and Reporting**

The quality of the assessment, recording and reporting of the progress of pupils is good with examples of very good practice.

- \* The achievement of all pupils in English, mathematics and science is regularly and very rigorously assessed. Each pupil's progress in spelling, language, reading, vocabulary and mathematics is continuously and accurately monitored and SATs results are carefully analysed in order to influence teachers' planning for the following year.
- \* Detailed analysis of all pupils' assessment results ensures correct identification of SEN in accordance with the Code of Practice, and more able pupils. This, in turn, informs the nature of specific provision for them, such as small withdrawal classes for learning support and for higher thinking skills.
- \* The data collected on pupils' progress is usefully scrutinised and important information is gleaned on the relative progress of pupils according to gender, ability

and ethnicity. Appropriate modifications are then made to the teaching and learning programme if necessary.

- \* Subject leaders interview groups of pupils so as to involve them in the assessment process and to ascertain the quality of their learning. This information is fed into the overall assessment, recording and reporting process.
- \* The assessment, recording and reporting of the progress of SEN pupils is systematic and used accurately both to identify pupils' difficulties and to plan a teaching and learning programme.
- \* There are examples of very good practice in some teachers' marking which gives clear guidance on how a pupil can improve. There are examples of very clear and constructive marking, but in some examples, marking is less rigorous in guiding individual pupils to higher academic standards.
- \* Pupils in some classes are involved in assessing their own work using the 'traffic lights' system. In the best practice teachers use the pupils' own assessment as a basis for discussion.
- \* Teachers assess the majority of foundation subjects less formally, making good use of the optional assessment materials. The use of these assessment materials is not yet standardised across the school.
- \* Records of all pupils' progress are very detailed, accurate and efficiently kept. They are easily accessed and managed.
- \* The portfolio of pupils' English work offers a very good model of a whole school and staff approach to monitoring, continuity and progression.
- \* The annual written reports provided for parents are detailed, informative and individualised.
- \* The advice in the reports to parents, taken alone, is insufficient to enable parents to help their children to achieve higher standards. However, each term parents are invited to school to discuss progress and targets with their child's teacher.

### **5.3 Curriculum**

The overall quality, balance and breadth of the curriculum for pupils is good.

- \* The school's curriculum meets the requirements of the NC.
- \* There are clear policies and schemes of work for all subjects. Some, such as those for English, mathematics, art and religious education, are of high quality.
- \* Subject leaders plan well to ensure that pupils build up their knowledge and skills during their time in the school.

- \* Almost all schemes include the policy, a curriculum map, units of work and the action plan produced by the subject leader identifying future developments for the subject. However, most schemes give little attention to the progression of key skills and the common requirements.
- \* Teachers ensure that all pupils have equality of opportunity to learn. The school has an appropriate policy for ensuring equal opportunities in relation to gender, race and ability. However, the nature of the school building is totally unsuitable for pupils with physical disabilities and, therefore, cannot be wholly inclusive.
- \* There is a brief rationale but no policy to guide planning for key skills. Teachers promote good standards in speaking, listening and reading. The promotion of high quality writing, numeracy and ICT is uneven as a consequence of the policy of placing a whole-school termly focus on a specific key skill.
- \* The school manages the amount of time spent on teaching the KS2 curriculum satisfactorily but the allocation of time, including assemblies and registration, requires review.
- \* Arrangements for including PSE within the curriculum, including health and sex education, are good.
- \* Homework is given to all pupils. The school has a Homework Club, which ensures that all pupils have the opportunity to complete their homework in school.
- \* The head teacher's plans to raise the profile of homework and parents' involvement in pupils' learning have resulted in a comprehensive and worthwhile contract with parents of Y5 and Y6 pupils. The contract gives greater responsibility to the pupils for managing their own learning.
- \* Extra-curricular activities provided for the pupils, though not extensive, are enriching. They include chess club, a variety of sport, dance, residential experience in Treginnis Farm, and performances for differing audiences.
- \* Visits to places of interest and theatres, as well as meeting a small number of visitors including artists and musicians, extend pupils' experiences.
- \* Y Cwricwlwm Cymreig (The Welsh Dimension) is promoted adequately in subjects such as art, history, geography and to some extent music, but in many subjects opportunities are lost to reinforce pupils' sensitivity to their own culture.
- \* There are no pupils for whom the National Curriculum is disapplied or modified.

#### **5.4 Support, Guidance and Pupils' Welfare**

The school offers pupils good support and guidance in a small school ethos.

- \* Child protection arrangements are firmly established and fully understood by all staff. However, the named person is the SENCo who does not work at the school full time.
- \* Teachers and support workers know the pupils well and provide carefully for their personal needs.
- \* During discussion, older pupils report that they feel happy, safe and well supported in the school and that Circle time and Golden Time are effective vehicles for provision of good pastoral care. The school highlights the development of social and emotional vocabulary throughout the curriculum.
- \* The head teacher and staff emphasise courteous behaviour and pupils are fully aware of the need to abide by 'The Golden Rules' while at school and when outside school.
- \* There is a good Health and Safety policy and procedures for promoting the well-being, health and safety of pupils are in order. The school has carried out fire and general risk assessment.
- \* A number of members of staff have First Aid qualifications.
- \* Sex education is taught within areas of the curriculum with parents' consent.
- \* In spite of difficulties with the building, the school is a fully inclusive, family unit.
- \* Any health or safety factors identified as requiring closer attention by the school were reported to the head teacher during the inspection.

## **5.5 Provision for Pupils with Special Educational Needs**

Provision for pupils with Special Educational Needs (SEN) is good and efficiently managed by the Special Educational Needs Co-ordinator (SENCo).

- \* The requirements of the Code of Practice for Wales (2002) are being effectively met so that all pupils have access to the National Curriculum, RE and other curricular provision.
- \* The arrangements for identifying and monitoring pupils with SEN are very thorough and implemented systematically.
- \* There are 40 pupils on the SEN list. 32 are being supported at the 'School Action' stage of the Code of Practice and 8 at the 'School Action Plus' stage. There is one pupil with a statement of SEN.
- \* The head teacher and the SENCo track the progress of these pupils carefully; the SENCo withdraws pupils for extra support in a wide-ranging system of groupings. Year 4 pupils, who require a different pace of learning, have been recently placed in a small and separate teaching group.

- \* Those pupils who are withdrawn are making steady, often good, progress. There is satisfactory liaison between the class teachers and the SENCo.
- \* Individual Education Plans (IEPs) have clear targets for improvement and pupils' progress in each target is well recorded.
- \* Class teachers do not take sufficient account of the targets identified in pupils' IEPs when planning lessons and are inconsistent in implementing the strategies recommended on the IEPs, in literacy, numeracy and behaviour.
- \* The regular arrangement for the withdrawal of pupils often results in pupils missing important teaching. The school has not reviewed the withdrawal rota in the light of these difficulties.
- \* Parents are fully and effectively involved from an early stage, and the arrangements for regular reviews of progress, including the annual review of statements, are well organised and documented.
- \* The school has positive liaison with supporting agencies and other schools.

## **5.6 Partnership with Parents and Community, Schools and Other Institutions**

The school has good partnerships with parents, the community, schools and other institutions, with some very good features.

- \* The school has good relationships with parents who are supportive of the school and hold the head teacher and staff in high regard.
- \* Parents appreciate the availability of the head teacher first thing in the morning when they accompany their children to school. Parents report that the head teacher listens to any concerns they have and acts on them promptly.
- \* Parents are kept well informed about the life and work of the school through regular newsletters, the use of notice boards and the development of "Find Out" evenings.
- \* A number of parents contribute to the work of the school through help in the classroom, on outside visits and sports events.
- \* The school makes good use of community resources. Regular visits are made to local places of worship and museums. Representatives of the local community and businesses give support to the school.
- \* Pupils and staff regularly participate in events in the local community such as "Praise in the Park", local concerts and sports.
- \* Pupils' environmental awareness is developing through their involvement with the

Cardiff Waste Paper forum. Pupils manage the recycling of waste paper from the school.

- \* The school computer suite is used regularly for local adult education classes during twilight time as part of the school's strategy to become a community school.
- \* The school is part of the Grundtwig project 'Linking the European Family', which involves parents and pupils from the school. This after-school club is registered with the Children's University. Pupils attending receive accreditation and can continue to do so during the next stage of their education.
- \* There are very good links with both the local infant and comprehensive schools with a number of innovative projects to help bridge the transition from KS1 to KS2 and from KS2 to KS3. The school plays an active part in the cluster of schools, engaging in joint INSET on common closure days.
- \* Partnerships with the LEA and other agencies and institutions are good. Artists, poets and writers have been invited into school and the impact on the curriculum is evident. Pupils benefit from involvement with Dragon Sports and Llandaff Rugby Club.
- \* Partnerships with initial teacher-training institutions are strong and the school and trainees benefit from exchanging ideas about teaching and learning.
- \* The governors' annual report to parents and the school prospectus comply with statutory requirements.

## **5.7 Partnership with Industry**

Partnerships with industry are satisfactory overall.

- \* The school has a policy for partnership with business and industry, which is kept under review.
- \* Partnerships have been successfully established with a number of local businesses, which have supported work in design and technology.
- \* Partnerships with public-sector institutions such as the local council, the Highways Department and the Inland Revenue have supported work in both geography and mathematics.
- \* The relationships between the school and education/business support agencies are satisfactory.
- \* To date, partnerships with industry have contributed little to staff development in the school.

## **6. MANAGEMENT**

### **6.1 Quality of Self-Evaluation and Planning for Improvement**

The quality of self-evaluation and planning for improvement is very good. The head teacher and the governing body have a strong commitment to raising standards through a culture of self-evaluation that embraces everyone in the school.

- \* The head teacher is generating a commitment among staff to critically evaluate their own work through a process of self-evaluation, which involves all stakeholders.
- \* The focus of the process is the curriculum, pupils' learning and standards, and the targets in the development plan.
- \* The school makes very good use of data analysis to identify how well the school is performing overall, and the progress made by pupils. Data is also used to demonstrate the significant value added by the school, any gender differences and to track the progress made by individual pupils.
- \* Assessment data is used in most of the core areas, to identify and set specific and measurable targets for further improvement. In foundation subjects, the self-evaluation process is developing through the use of non-statutory assessment tasks.
- \* First-hand evidence is collected through systematic monitoring and evaluation of planning, pupils' books, talking to pupils and teaching other classes. The process involves subject leaders in reviewing their subjects.
- \* Subject leaders' involvement in the self-evaluation process has contributed significantly to their knowledge and understanding of their subject, of teaching and learning, and what is necessary to raise standards of achievement in their subject
- \* The self-evaluation process is regular and continuous, resulting in comprehensive and useful subject reports that identify the good points, areas for development, and priorities for the coming year. These subject reports inform the annual development plan.
- \* Progress towards achieving targets set out in the development plan is reported to governors on a termly basis. The head teacher and the governors make very good use of self-evaluation reports to identify quantitative and qualitative targets for strategic and school development plans.
- \* The views of pupils and parents are regularly sought as part of the self-evaluation process. They are informed of the school's targets set out in the school development plan and are regularly updated on progress.
- \* The success of the school's self-evaluation and planning for improvement strategies is evidenced by the continued improvement of standards in subjects. However, these strategies do not yet extend to the self-evaluation of aspects of the curriculum.

## 6.2 Leadership and Efficiency

Leadership is very good overall. The head teacher provides very good direction to the work of the school and promotes high standards.

- \* The head teacher has a clear sense of purpose and direction for the school. He is confident in the values he promotes, demonstrated through the school aims. The head teacher ensures that the aims are regularly kept under review and consults governors and stakeholders in the process.
- \* The governing body has a very clear overview of all aspects of the school. The head teacher reports on curriculum development termly, and the governing body also receives regular inputs from subject leaders and pupils.
- \* Not all governors hold subject or aspect responsibilities. Those who do, visit the school on a regular basis and liaise with the subject leader.
- \* The finance committee of the governing body is proactive in the evaluation of cost effectiveness. They receive termly budget updates, which inform their recommendations for adjustments, and every year, they use the audit commission benchmark data to compare their income and expenditure with similar schools throughout England and Wales.
- \* The head teacher, together with the finance committee of the governing body, has identified clear criteria based on pupil-related targets to evaluate each major spending decision. This identifies what is good value for money, and forms the basis of a termly report to governors on major spending decisions.
- \* The head teacher and the governing body prioritise areas for development in the school at the start of the four-year cycle. Three years are for the development of priorities and the fourth year is a review. The annual spending priorities are strongly linked to the school's annual targets as set out in the annual development plan, but recorded separately. The accounting is very efficient, and all spending is carefully monitored.
- \* The last audit report was May 2003; the financial systems at the school were considered sound. The school implemented the few recommendations within the 6 months following the audit.
- \* All staff, including the deputy head teacher, many of whom have more than one area of responsibility, meet fortnightly with the head teacher. As the school is small, there is no additional senior management team. Communication throughout the school is good.
- \* Subject leaders are very effective, clearly identify the way forward for their subject, and, through the fortnightly meetings, help implement, monitor and evaluate the development plan. This compact unit proves very effective, and ensures good staff

development in leadership and management for those involved.

- \* Overall the school provides good value for money

### **6.3 Staffing, Accommodation and Learning Resources**

Staffing, accommodation and learning resources are good overall and contribute to the standards of pupils' work.

- \* The school is adequately staffed and there is a reasonable match of teacher qualifications to the subject they teach and their role in the school.
- \* The head teacher teaches approximately 0.3 sessions a week including two afternoons supporting Y4, teaching spelling to Y5 and mathematics to a small group of Y5 pupils.
- \* Each week, one member of staff is released for non-contact time on Monday and Wednesday afternoons. One member of staff is involved in a joint project with Whitchurch High School to produce an information booklet on the curriculum.
- \* A teacher from Whitchurch High School teaches French to Y6 each week in discretionary time.
- \* The three Learning Support Assistants (LSAs) and one adult helper make a useful contribution to the allocation of staffing in the school.
- \* The professional development of teachers is very good. It is relevant to both curricular and pupils' needs, in addition to the needs of individual teachers.
- \* There is a thoughtful system of induction for new teachers and performance management is systematic and pertinent.
- \* There are useful job descriptions for teaching staff.
- \* Accommodation is satisfactory only. Space is restricted; for example, the hall is too small and limits the quality of P.E. which can be taught, and the cramped conditions in some classrooms affect freedom of movement for pupils undertaking independent learning and design and technology, science and art.
- \* The school has made good efforts to brighten the environment with displays.
- \* The caretaker had been in post one week before the inspection.
- \* The external play area is very restricted for space and the surface, in parts, is very uneven. Nevertheless, the school has made very good attempts to raise the quality of amenities for pupils such as a planting area, a range of games equipment and seating. The pupils report that this is a facility of which they are very proud.

- \* The library offers small but quiet space for pupils to sit, research and read independently but was seldom used for this purpose during the inspection.
- \* Learning resources are good overall, especially in information technology, English and music. They are limited in science and geography.
- \* The school was recently awarded the Basic Skills Quality mark for the second time and has been granted the Investors in People award for the third time.
- \* The school has co-operated with the LEA in preparing a plan to meet the requirements of the Disability Discriminations Act (Part 4) 2004.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards Achieved by Pupils**

#### **English**

Standards of achievement in English are good in speaking, listening and reading. Pupils' achievement in writing is satisfactory.

#### **Good Features**

- \* Pupils make good progress in speaking and listening, particularly Year 3's response to the work on the humorous poetry of Ogden Nash.
- \* They are responding positively to the opportunities given to them to speak to the class and in small groups and express their views coherently.
- \* Many pupils are confident speakers and are very eager to participate in discussions and role-play. They are making steady progress in the art of polite disagreement in debate.
- \* In their work on Tudor medical practices, Year 4 use their reference skills correctly to identify information.
- \* Pupils listen carefully and, consequently, are making good progress in acquiring new vocabulary and expressions.
- \* Pupils read aloud clearly and unselfconsciously in group reading sessions. Because most pupils listen well, many read with good intonation and expression.
- \* More able pupils use word-recognition strategies accurately to improve their speed and breadth of reading.
- \* Pupils read with good understanding of the text.
- \* Those pupils who do enjoy reading discuss the books at some length and with enjoyment. Pupils can predict possible outcomes intelligently basing their answers on their knowledge and imagination.
- \* In their work on "Hannah", Years 5 and 6 pupils demonstrate good recall of previous reading, have sound understanding of the vocabulary used and express mature understanding of the main character's feelings.
- \* Many pupils write confidently and, often, with originality in a wide range of styles, including, biography, diaries, reports, instructions, newspaper articles, letters, fairy tales and poetry.
- \* Pupils write to inform and to persuade. Many can empathise thoughtfully with a

character and write convincingly in the first or third person, often using dialect, and in script form.

- \* More able pupils write at length, plan their ideas carefully and pay close attention to the structure of their work as well as setting and character.
- \* By the end of KS2 many pupils of all abilities have made good progress in many areas of English; for example, comparing how films differ from written texts, understanding what is required in writing character sketches and use of similes and tense changes.

### **Shortcomings**

- \* Although most pupils are improving their spelling in response to the new spelling scheme many are still very careless in both spelling and punctuation.
- \* Few pupils take a pride in presenting their work attractively; not all pupils are developing legible handwriting.

### **Mathematics**

Standards of achievement in mathematics are good.

### **Good Features**

- \* Pupils throughout the school are competent in their use of appropriate mathematical language across all the programmes of study. They recall previous work and can explain why they have favourite areas within mathematics.
- \* Pupils in Y3 and Y4 make good progress in all areas of mathematics. They extend their understanding of the place value and the sequences, patterns and relationship of numbers up to 1000, in the context of money, measures, weights, capacity and temperature.
- \* Pupils demonstrate their understanding of number, ably using the interactive grid.
- \* Pupils understand simple fractions and their decimal equivalent. They double and halve numbers competently and are beginning to identify factors.
- \* Most pupils name 2D and 3D shapes correctly, and classify them according to criteria such as the number of right angles or sides, or the base shape, faces, edges or vertices for 3D shapes.
- \* Pupils know that angles are measured in degrees and most can draw, measure, order and name angles to 180 degrees.
- \* Pupils are beginning to solve problems by collecting and representing data in tables.

They interrogate data from tables and histograms.

- \* In Y5 and Y6, pupils have a good understanding of the properties of numbers, and are confident in using negative and square numbers, and finding square roots. They can identify factors, multiples and prime numbers. Pupils use fractions, decimals, and percentages and understand their equivalence.
- \* Pupils explore a number of ways of undertaking multiplication and division of 2 and 3 digit numbers, including using a calculator. They use their skills to solve problems. Most pupils understand probability, ratio and proportion. They understand zero and can order positive and negative.
- \* Pupils use their understanding of number and place value in problem-solving contexts involving metric measures and distances, time, space and shape.
- \* Pupils use a variety of strategies to solve numerical problems. Most pupils offer sound rationales for their chosen strategy, using a good range of mathematical vocabulary.
- \* Pupils estimate intelligently; they have a good understanding of angles to 360 degrees. The majority understand co-ordinates and can give the co-ordinates of points in each of the 4 quadrants.
- \* Older pupils consolidate their understanding and learning of mathematics through IT applications.
- \* By the end of KS2 pupils improve their mathematical understanding across all programmes of study. They respond well to mental challenge, and demonstrate good reasoning skills.

### **Shortcomings**

- \* Throughout the key stage, pupils' investigative and problem-solving abilities are limited.
- \* Pupils' daily mental mathematics experience is overlong and lacks sufficient challenge and pace.
- \* Overall, pupils make insufficient use of information and communication technology to extend their learning to real-life situations and to solving challenging problems.

### **Science**

Standards of achievement in science are good.

### **Good Features**

- \* Pupils throughout the school use appropriate scientific language, which they extend as they progress through the key stage.
- \* Pupils in Y3 and Y4 use their knowledge and understanding to link cause and effect; they connect light bulbs in parallel and serial circuits and note the effect of both on the output from a light bulb.
- \* Pupils know that forces can act in particular directions and that forces can be stronger than gravity; they use magnets to demonstrate the force of attraction and repulsion. Pupils know about gravity; they experiment with parachutes and through the activity are introduced to the notion of a fair test.
- \* Pupils are able to describe basic conditions necessary to sustain life in plants and animals; they demonstrate their understanding by growing cress and beans and can explain why some plants succeed and others die.
- \* Y4 pupils know that different things are found in different places; they identify ways in which animals are suited to their particular environment and know that changes in the physical characteristics of animals occur through evolution.
- \* Pupils use their knowledge and understanding of materials to describe ways of grouping them according to their properties; they use filtration and evaporation to separate sand, water and stones. Through their investigations, pupils deduce that by increasing the heat, they increase the rate of evaporation.
- \* Pupils know that materials change and that some changes are irreversible.
- \* Pupils have good knowledge and understanding of the life processes of humans; they understand the importance of a healthy diet, clean water, fresh air and exercise. Pupils recognise the role of the heart in a healthy lifestyle, and its position in the body; more able pupils can accurately label veins, arteries and valves.
- \* In Y5 and Y6, pupils name the parts of a flowering plant accurately and can describe their various functions in pollination.
- \* Pupils have good knowledge and understanding of physical processes, including friction, springs, light and sound, acquired through investigations.
- \* Pupils recall earlier learning about planets and demonstrate the different ways they use to recall their order in the universe. Using research cards, they tabulate information about each planet.
- \* Pupils develop their scientific enquiry skills progressively over the key stage. The majority understand the control of variables and the notion of fair testing.
- \* Pupils communicate their findings in science in a variety of ways such as writing, drawings, tables and graphs. They record their observations and most provide good explanations for what they find.

## **Shortcomings**

- \* Pupils do not put forward their own ideas and decide how to carry out their own enquiry to test these ideas and to answer questions they have raised.
- \* Pupils do not yet use ICT as an integral part of science to gather information for investigations or to present their own observations and measurements to help them identify patterns in their results.

## **Welsh**

Standards of achievement in Welsh are good in listening, reading and writing. They are satisfactory in speaking.

## **Good Features**

- \* Most pupils speak simple greetings, respond promptly to familiar questioning and describe their feelings and the weather with good pronunciation and intonation.
- \* Younger pupils can ask each other questions and respond accurately following a given framework.
- \* They listen carefully and develop a broad range of vocabulary, which some pupils remember well and a minority can use correctly in different contexts.
- \* Most read familiar words and phrases, such as warning signs, accurately. Many have clear understanding of what they are reading.
- \* The majority of pupils make steady progress in group reading exercises. They read a range of books such as “Darllen Gyda Dracula” with good expression and enjoyment.
- \* Pupils take part in brief dialogues.
- \* Pupils make good progress in writing in Welsh indicating a broad written vocabulary in prescribed circumstances.
- \* Pupils label diagrams of the body and demonstrate good progression in sentence structure. They use the concise form of a wide range of verbs and complete them with a variety of sentence endings.
- \* They make good use of their data-handling skills when they conduct surveys of their class about favourite foods, school subjects and pets and present the outcome in graph form.
- \* Older pupils have a sound grasp of prepositions and write in a variety of styles including post cards and filling in passport details.

- \* Overall pupils write extensively, to reinforce what they have learned.

### **Shortcomings**

- \* Pupils are not making sufficient progress in spoken Welsh; they do not converse confidently in different contexts about experiences and events.

### **Design and Technology**

Standards of achievement are satisfactory in design and technology.

### **Good Features**

- \* Pupils in Y3 and Y4 use labelled sketches to show details of their design for a free-standing photograph frame. They use pictures and words to convey what they need and how they intend to make the frame and consider how it can be made stable.
- \* Using cardboard, pupils construct a prototype and evaluate their product against their original plan. They apply finishes to their product.
- \* Pupils assemble and join wood in three different ways to produce the frame; older pupils manipulate simple tools safely to cut, shape and join materials. They use weights in a plastic bag to test the strength of their joints.
- \* Pupils name the joints correctly and discuss strategies they might use to ensure stability.
- \* Older pupils recall their work in pneumatics. They investigated the use of used syringes to make an opening mechanism incorporated in an animal they designed. Pupils discuss how they used the mechanism, and the designs and finishes for their product.
- \* In their work on food technology, pupils tabulate preferences to produce graphs of their favourite food. They investigate familiar food products and identify which form part of a healthy diet. Pupils can identify the stages in making biscuits; they draw up specifications for their product and complete questionnaires to evaluate their product.

### **Shortcomings**

- \* Pupils give insufficient attention to gathering information independently to inform the design.
- \* Pupils under-use the design process, and do not produce alternative designs.
- \* In their sketches, pupils pay insufficient attention to the details of their designs and their labelling.

## **Information Technology**

Standards of achievement in information technology are satisfactory.

During the inspection it was not possible to observe information technology being taught. Judgements on standards are informed by talking to pupils, reviewing the school's own evaluation of pupil standards, discussion with the subject leader and the use of information technology in other subjects.

### **Good Features**

- \* Pupils throughout the school are confident in their use of computers. They have regular access to computers in timetabled arrangements for the computer suite.
- \* In Y3 and Y4, pupils recall their skills in word processing. They are able to draw, insert, copy, paste and manipulate text and graphics. Pupils know how to use a search engine to generate information and to download and save the results.
- \* Pupils open programmes and show a good level of independence in moving through them. They are confident in saving their work.
- \* Y5 and Y6 more able pupils know how to create a database and spreadsheets. In science they produce graphs of their results and record good interpretations; using spreadsheets, pupils carry out simple calculations.
- \* Pupils have some experience of sending e-mails to other classes in the school, but do not use attachments.
- \* Pupils demonstrate good progression in their word-processing and desktop publishing skills. They use the Internet to interrogate large databases and interpret information so that they can own it for themselves and interpret it with others. They find appropriate information and copy text and pictures.
- \* Pupils use their skills in information technology well in English, mathematics, science, Welsh, design technology, history and art. In discussion, pupils can identify programmes they have used in the majority of subjects.
- \* Pupils make good use of videos and tapes in music and PE for evaluating and appraising performance.
- \* Pupils and teachers make good use of the interactive boards in each classroom to enhance learning.

### **Shortcomings**

- \* Pupils have a wide range of IT skills, although few opportunities to work independently.

- \* Pupils currently do not use IT for musical compositions and simulations.

## **History**

Standards of achievement in history are good. The school follows a four-year cycle history programme and during the inspection all pupils were studying life in Wales and Britain in Tudor times.

## **Good Features**

- \* Pupils have a good sense of the passing of time and how conditions of the era affected the lives of the people.
- \* They formulate relevant questions to ask Tudor characters or people they have visited in relation to their studies, for example the current owner of Tŷ Mawr, a Tudor mansion. Pupils plan their interview focus for visitors.
- \* Pupils in the lower school know that signs, for example in markets, were important to the Tudors because most were illiterate. They have a good grasp of how the people earned their living and which skills certain occupations required.
- \* Older pupils understand the nature of travel and discovery in Tudor times and use the evidence they have gleaned from Drake's diary to plot his journey. They judge which were the highs and lows of his travelling and decide which statements are fact or opinion.
- \* Pupils compare rich and poor households and lifestyles within Tudor times and contrast their findings with social differences today.
- \* They have good knowledge of the life of Henry VIII and why he turned against the Roman Catholic Church and ordered the dissolution of the monasteries.
- \* Many pupils are making good progress in researching books and the Internet for information, such as on the Spanish Armada.
- \* Pupils' previous work on the effect of World War 2 on Cardiff, Roman Britain and the topic 'Life in Modern Wales and Britain in Victorian Times' demonstrates that they make good progress in historical enquiry skills, empathy and knowledge of the period, according to their ability.
- \* Pupils are aware that information about a period can be gleaned from a variety of sources, including artefacts and documents.

## **Shortcomings**

- \* More able pupils are capable of working more independently at times.

## **Geography**

- \* Standards of achievement in geography are satisfactory. The school follows a four-year cycle geography programme and during the inspection all pupils were studying the contrast between Llandaff North and Wick in the Vale of Glamorgan.

## **Good Features**

- \* Pupils have a good understanding of the geographical features of both Llandaff North, in Cardiff, and the village of Wick.
- \* Pupils make satisfactory progress in acquiring geographical language to describe the features of contrasting areas, such as Chembakolli in India. For example, they can identify India on a world map and highlight some physical and political features.
- \* Pupils draw graphs to compare climates, and sketch a diagram of Kanjakolli village using key and grid references.
- \* They contrast the lifestyles of the Aduasi people and farming in the Nilgiri hills with life in Llandaff, and a typical day in the life of Chanda with that of pupils at Hawthorn school.
- \* Younger pupils understand the difference between a village and city.
- \* Older pupils study three maps of Wick in 1899, 1998 and 2002 and identify ways in which the place has developed over a hundred years.
- \* They plan a route from school to the Vale of Glamorgan using street and road maps.
- \* Pupils use photographic evidence satisfactorily. They have a good knowledge of Cardiff, based on a recent conducted tour of places of historical interest.
- \* Most pupils can place Cardiff on a map of Wales and Wales on a map of Britain.
- \* Pupils list the best and least enjoyable aspects of their visit to Wick.
- \* They produce good work on creating a map of the land use at Wick including farming, transport, housing, shops and services.
- \* Pupils can interpret and create keys. In one class pupils write a persuasive estate agent's report on the advantages of living in the area.
- \* Pupils prepare questions on the geography of a site and conduct careful traffic surveys, which they interpret well.

## **Shortcomings**

- \* At times some pupils work at too superficial a level for their age and ability; too many pupils tend to write only one word or short answers.
- \* Insufficient use is made of IT to reinforce what is learned in geography.

## **Art**

Standards of achievement in art are good, with some very good aspects in the upper school.

## **Good Features**

- \* Pupils use the skills acquired in art well to enhance their work across the curriculum.
- \* As they progress through the school, they develop a competence in line, shape, colour and pattern.
- \* In their work on collage and textiles lower juniors print with vegetables and other objects using a variety of media including pulses and materials.
- \* Older pupils create interesting effects with string printing, and batik based work in the style of Alison Mercer. They are making good progress in textile representations of stories. They cut, join and sew dexterously when quilting.
- \* Pupils use their sketchbooks constructively and regularly to plan and improve their work.
- \* Many pay close attention to detail when drawing buildings and car parts.
- \* Examples of work from older pupils based on Victorian sketching, and on Gilbert and George's 'Weather Window' where pupils create images of war stimulated by their study of World War 2, demonstrate very good progress in observation, perspective and imagination.
- \* Pupils in the lower school appraise the works of Augustus John and Holbein before producing their own portraits and mix colours with care to achieve flesh tints.
- \* Older pupils experiment sincerely and creatively to re-create mood with colour, line and shape in response to listening to a wide range of music. They evaluate how Van Gogh achieves his effect and emulate the techniques, thoughtfully using a variety of media.
- \* Most pupils are progressing well in developing modelling skills in their 3D clay sculpture work, for example, using clay, 'modroc' and wire sculptures in work based on Jimenez sculptures, and forming decorated clay pots within the context of their

studies of India. The pupils have a good sense of multi-cultural art from their work based on the styles of Bodil Manz and Morgen Hall.

- \* They enhance their own and others' confidence by appraising each other's work constructively.
- \* Pupils are continuously appraising their own work and that of others in order to improve their skills.

### **Shortcomings**

- \* Pupils do not use IT sufficiently to explore techniques further.

### **Music**

Standards of achievement in music are good.

### **Good Features**

- \* Groups of pupils in Y3 and Y4 use a selection of tuned and untuned percussion instruments and vocal sounds to create a visual picture of the north wind. They discuss the fitness for purpose of the instruments used, and the timbre and dynamics of the compositions.
- \* Pupils critically appraise a video of group performances and suggest changes to reflect more accurately the mood of the composition. Pupils evaluate their own composition against a CD performance of the same.
- \* When listening, the majority of pupils in Y5 and Y6 focus on the objective aspects of musical content. They identify the structure of the musical pattern and can name the instruments used in each section.
- \* The majority of pupils demonstrate good perception and can discuss how composers use instruments to create the timbre and dynamics they want.
- \* Pupils throughout the key stage use listening diaries to record their observations and develop their musical vocabulary.
- \* Pupils make good use of musical and video recordings of their performance to appraise and evaluate their work.
- \* Pupils sing with enjoyment, keeping a steady rhythm and pitch. Most pupils engage in singing with enthusiasm and collective enjoyment, particularly in two and three-part songs and hymns.
- \* A fifth of all pupils have peripatetic instrumental tuition in violin and keyboard, a third take part in the lunchtime workshops in percussion. They gain good orchestral

experiences when they play with pupils from neighbouring schools.

- \* All pupils have an opportunity to join the school choir. The choir undertakes many performances in the community and beyond.
- \* Visiting musicians and choirs make a significant impact on pupils' composing, performing and appraising skills.

### **Shortcomings**

- \* Pupils have insufficient opportunities to listen to and appraise the work of famous composers, and to use IT to compose.

### **Physical Education**

During the inspection it was possible to see one athletics and one games lesson which indicated that pupils are making at least satisfactory progress in jumping using various techniques and in throwing, striking and catching the ball in cricket.

- \* The school has a comprehensive programme of physical activities including swimming, dance, gymnastics, games and athletics.
- \* Discussions with staff demonstrate that the school is successful in its competitive activities and that pupils are making good progress and enjoy their work in PE.

### **Religious Education**

Standards of achievement in religious education are satisfactory.

### **Good Features**

- \* The scheme of work accords with guidance from the local standing advisory council for religious education. Pupils show interest in and enthusiasm for the subject.
- \* Pupils are making steady progress in developing an understanding of Christianity and knowledge of the symbolisms of the beliefs of Christianity.
- \* Pupils know about Christian leaders and the role of the Vicar in the community.
- \* Pupils know about the main festivals of Christianity and Judaism and can report on their visits to a local church and synagogue.
- \* Older pupils know and respond to stories of Jesus that portray him as a miracle worker. They relate the story to the current time and suggest headlines that might appear in the press.

- \* Pupils' knowledge and understanding about the beliefs and traditions of religious faiths are developed through the use of artefacts and research using information technology.
- \* Pupils are beginning to appreciate how following a religion involves faith and personal commitment, through their visits to local places of worship.

### **Shortcomings**

- \* Pupils illustrate their work with drawings and recount accurately the stories, without appropriate discussion or understanding of the issues.
- \* Pupils do not include personal reflection or write about their own views or feelings.
- \* Over the key stage, pupils revisit the same topic but many pupils do not demonstrate new learning.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress since the Last Inspection**

#### **1. Raise standards of achievement in Welsh as a second language, design and technology, geography, music and religious education.**

Standards of achievement of pupils in Welsh and in music are good. (Section 7).

Progress in Welsh and music is good.

Standards of achievement of pupils in design and technology, geography and RE are satisfactory. (Section 7)

Progress in design and technology, geography and religious education is satisfactory overall.

#### **2. Improve the quality of curriculum planning to ensure the identification of clear learning objectives and to provide continuity and progression in pupils learning.**

Currently, schemes of work in all subjects identify clear learning objectives to ensure continuity and progression. The quality of curriculum planning is good, relates well with the schemes of work and identifies clear learning objectives for pupils (Sections 5.1 and 5.3).

Progress is very good.

#### **3. Extend the monitoring of planning and standards of achievement to all subjects of the curriculum.**

The school currently undertakes rigorous and regular monitoring of planning and standards in all subjects of the curriculum (Sections 5.1, 5.2, 6.1 and 6.2). The monitoring of standards in the core areas is very good. The school uses optional assessment materials in the foundation subjects

to monitor standards but this is not yet well developed in all subjects.

Progress is very good.

**4. Identify gaps in teachers' subject confidence and provide a planned programme of training to address these needs.**

Detailed records of staff development since the last inspection identify the training programmes attended by staff to improve their subject confidence. Subject leaders demonstrate their subject confidence in the production of good schemes of work, in their planning and teaching and through standards achieved by pupils during this inspection (Sections 5.1, 5.2, 5.3, 6.1, 6.3 and 7).

Progress is very good.

**5. Improve the quality of on-going teacher assessment and record keeping and ensure that these inform teachers' planning**

The quality of assessment, recording and reporting is judged as good, with some very good practice (Section 5.1, 5.2, and 6.1).

Progress is very good.

**8.2 Key Issues for Action**

The school now needs to:

- \* improve standards of achievement in those subjects judged satisfactory;
- \* improve planning for key skills in all subjects;
- \* disseminate the very good practice in marking, in the use of portfolios and optional assessment materials to all areas of the curriculum, to improve pupils' access to differentiated and more independent learning.

*The inspection team would like to express their warm appreciation of the co-operation, assistance and welcome they received from the head teacher, staff, governors, parents and pupils of the school*

## APPENDIX A

### Basic Information about the School

Name of School	Hawthorn Junior School
School Type	LEA
Age-Range of Pupils	7 – 11 years
Address of School	Hawthorn Road West Llandaff North Cardiff
Post Code	CF14 2FL
Telephone Number	02920 564345
Headteacher	Mr. G. Cresswell
Date of Appointment	September 1996
Chairman of Governors	Mr. Richard Golding
Registered Inspector	Mrs. B.A.Jones
Dates of Inspection	21 <sup>st</sup> – 23 <sup>rd</sup> June 2004

## APPENDIX 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					32	39	38	39	148
<i>Total Number of Teachers</i>									
	Full-Time	Part-Time	Full-Time Equivalent (fte)						

Number of Teachers	6	3	7.7
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<i>Staffing Information</i>	
Pupil : Teacher (fte) Ratio (excluding nursery and special classes)	19.2
Pupil : Adult Ratio in Nursery Class	
Average Class Size (excluding nursery)	29.6
Teacher (fte) : Class Ratio	1.5: 1

<i>Percentage Attendance for Three Complete Terms Prior to the Inspection</i>					
	N	R	KS1	KS2	Whole School
Term 1				92.6	92.6
Term 2				93.6	93.6
Term 3				93.3	93.3

Number of Pupils Excluded during Twelve Months prior to Inspection	0
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## APPENDIX C

### Results of National Curriculum Assessments

<b>National Curriculum Assessment KS 2 Results: 2003</b>										Number of Pupils in Y6: 41				
<b>Percentage of Pupils at Each Level</b>														
			D	A	N	B	W	1	2	3	4	5	6	
English	Teacher Assessment	School	0	0	0	0	0	0	2	15	46	37	0	
		National	0	0	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	4	0	0	0	0	2	7	56	34	0	
		National	0	2	1	1	0	0	5	12	38	40	0	
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	24	50	24	0	
		National	0	2	1	0	0	0	4	19	46	30	0	
	Test/Task	School	0	4	0	0	0	0	5	22	58	15	0	
		National	0	2	1	0	0	0	4	18	42	33	0	
Science	Teacher Assessment	School	0	0	0	0	0	0	0	17	51	32	0	
		National	0	0	0	0	0	0	2	13	49	35	0	
	Test/Task	School	0	2	0	0	0	0	0	19	54	27	0	

	National	0	2	0	0	0	0	0	1	9	48	39	0	

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
By Teacher Assessment		By Test	
In the School:	71%	In the School:	68%
In Wales:	71%	In Wales:	70%

- D Pupils who have been disapplied under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- N Pupils who have failed to register a level for reasons other than absence.
- B Pupils who have not been 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

National figures relate to results for 2003.

The majority of eleven-year-old pupils are expected to attain Level 4.

## **APPENDIX D**

### **The Evidence Base of Inspection**

A team of three inspectors carried out the inspection over a period of two and a half days.

- Pre-inspection meetings were held with the head teacher, staff and governing body.
- 4 parents attended a meeting with two members of the inspection team.
- 19 questionnaires were returned, analysed and summarised.
- All documentation submitted by the school was analysed and discussed, including the school development plan, and policy and curriculum documents.
- Pupils were observed as they arrived and departed from school and during the midday and other breaks.
- At various times during the day, inspectors took the opportunity to talk to pupils and to discuss their work.
- 32 lessons or parts of-lessons were observed.
- Pupils were heard reading and were examined in their knowledge and understanding of English, mathematics, science and other subjects.
- A wide range of pupils' written and other work was examined in each class.
- Inspectors discussed pupils' work with class teachers and examined assessment records.
- Discussions were also held with the head teacher, subject leaders and other staff.
- The work of pupils with special educational needs was examined.
- Minutes of meetings and documents relating to the financial management of the school were discussed.
- Budget figures were examined and discussed with the head teacher.
- Attendance and pupil records were inspected.
- Inspectors attended acts of collective worship.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

Team Member	Subject Responsibilities	Aspect Responsibilities
Mrs. B.A.Jones	Maths Science Design and Technology Information Technology Music RE	The School and its Priorities Main Findings Standards of Achievement in Subjects and Areas of Learning Standards of Achievement in Key Skills across the Curriculum Pupils' Spiritual, Moral, Social and Cultural Development Teaching Self Evaluation and Planning for Improvement Leadership & Efficiency Progress since the Last Inspection Key Issues for Action
Mrs. M. Meredith Jones	Welsh (as a second language) English History Geography Art Physical Education	Main Findings Assessment, Recording and Reporting Curriculum Support and Guidance Special Educational Needs Staffing, Accommodation and Learning Resources Key Issues for Action
Mrs. A. Robertson		Behaviour and Attitudes Attendance Partnership with Parents, the Community, Schools and Other Institutions Partnership with Industry Key Issues for Action