

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

INSPECTION REPORT

**HYWEL DDA JUNIOR SCHOOL
Cambria Road
Ely
Cardiff
CF5 4PD**

School No: 681/2029

**Date of Inspection: 19th –21st January 2004
by
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Registered Inspector W245/78277**

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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

Hywel Dda school is situated at the edge of a large local authority housing estate in Ely on the western outskirts of Cardiff. The school was built in 1937 and is a single story 'E' shaped building consisting of nine classrooms. There are 202 pupils on roll; around three-quarters of pupils live in the traditional catchment area.

The area is considered to have a high level of social and economic disadvantage. Around 51% of pupils are entitled to free school meals. This percentage is significantly above the local and national average.

The majority of pupils come from homes where English is the predominant language. Around 7% of pupils are from an ethnic minority background. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. 38% of pupils are on the school's register of special educational needs (SEN). Three pupils have statements of SEN.

The school has devised a number of self-evaluation strategies in order to identify its own strengths and shortcomings and has put in place a structured programme for improvement. The priorities for development, as outlined in the current School Development Plan (SDP) include improvements in mathematics and English and aspects of assessment.

The school was last inspected in June 1998. Since then the school has been involved in a large number of initiatives and has been awarded the Basic Skills Quality Mark and Charter Marc Cymru award for sport. Pupils identify areas for school improvement and are included in decision making through the School Council. Major refurbishments have been carried out in order to improve the learning environment.

2. Main findings

The main findings of the report

Hywel Dda is a good school where all pupils are valued. The very good leadership, high expectations of all staff and governors and the provision of a curriculum that is wholly appropriate to the needs of pupils, contribute significantly to its success. As a consequence, pupils display very positive attitudes towards learning.

Educational standards achieved in subjects and areas of learning

Standards are never less than satisfactory; 66% of the work is good and 21% very good. These figures exceed the Welsh Assembly Government targets for Wales in 2003.

Standards of achievement in National Curriculum (NC) subjects and religious education are as follows:

English	Good
Mathematics	Satisfactory
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Good
History	Good
Geography	Good
Art	Very good
Music	Good
Physical education	Very good
Religious Education	Good

Pupils achieve good standards in the key skills of speaking, listening, reading and writing across the curriculum. Standards are good in the use of information and communications technology (ICT). Standards in numeracy are satisfactory

Ethos of the school

The school is successful in creating a happy and stimulating environment in which pupils are valued and respected. Relationships within the school are very good and reflect the efforts made by the headteacher and her staff to create a culture in which positive attitudes are fostered. The school provides equality of opportunity for all and is socially inclusive.

Overall, pupils' standard of behaviour in classes and around the school is good. Effective procedures and routines ensure the school is a secure, caring and orderly community. Pupils are confident and friendly, are courteous to adults and generally interact well with each other.

Overall, pupils' attendance and punctuality are good. This has a positive effect on their standards and progress.

Quality of education

The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by pupils. The quality of teaching is satisfactory or better in 100% of lessons seen; 47% of the teaching is good and 29% is very good.

Teachers and support staff work as a very effective team. Lesson planning is very well structured with clear learning objectives that are shared with pupils. These objectives, however, are not always linked to the specific key skills relevant to the subject. Lessons begin promptly and tasks are well matched to pupils' ages and abilities. As a result, all pupils achieve their potential.

The quality of assessment is good and recording and reporting is very good. This is an improvement since the last inspection. The school has developed a comprehensive policy for assessment, recording and reporting, which is effective in informing current practice. It uses a broad range of assessment strategies to support learning and improve standards.

A broad, balanced and relevant curriculum is provided; it is presented in a stimulating way and time is shared appropriately between all the curricular areas. The quality of the curriculum is good. Work is planned thoroughly and conscientiously in year groups. Whilst identification of key skills is included in whole school documents and coverage is adequately addressed, detailed planning for the progressive development of the key skills is not evident.

The school makes good provision for supporting and guiding pupils and for their welfare. Pupils' needs are identified at an early stage in their school life, and teachers monitor their progress closely. Academic achievement and progress, personal development, behaviour and attendance are regularly discussed with pupils and, where appropriate, with parents. The headteacher and staff know their pupils very well. Pupils feel secure and valued and have high, but realistic expectations of their own performance.

Overall, the school provides a safe, happy and secure environment. However, despite being situated at some distance from the road, vehicular and pedestrian access to and from the school yard is unrestricted and this presents a potential threat to the health and safety of pupils.

The quality of provision for pupils with SEN is good. The school's arrangements for early identification of needs are good. The school uses individual tracking sheets to assess and monitor progress. Extensive use is made of standardised tests to assess the progress of pupils in reading and spelling. These records are very good.

The school enjoys good partnerships with parents, with nearby schools, institutions and the local community. These links make a good contribution to pupils' development and standards of achievement.

Very good pastoral transition arrangements are in place for pupils transferring from the feeder infant school and to the secondary phase of their education. There are several opportunities for social integration and teachers ensure that appropriate data is transferred for each pupil.

The school has developed very good links with industry and commerce. The school effectively uses its relationships with organisations from industry and commerce to enhance pupils' education in general and, in particular, to develop their knowledge and understanding of the world of work.

Management

Self-evaluation processes provide the school with a wide range of useful information. All curriculum leaders present detailed annual reports based on their own monitoring procedures. Further analysis of test results and assessments throughout the school enables a detailed and comprehensive picture of each pupil to be drawn up. This information is very useful and enables the Senior Management Team to agree priorities for the forthcoming year.

The quality of leadership and management of the school is good and ensures a clear sense of purpose and direction to the work of the school. The headteacher provides very good leadership and is very ably supported by the deputy and one other senior teacher who together form an effective senior management team. Teachers and

support staff work very well as a team and are clearly focused on improving educational provision and standards of achievement.

The governing body is very supportive of the school and is effective in fulfilling its statutory obligations. The governors are well informed, through regular reports from the headteacher, and understand their roles and responsibilities. There is a well-organised committee structure for managing aspects such as finance. The school manages its resources efficiently and ensures very good value for money. The school secretary undertakes her duties very efficiently and contributes well to the day-to-day running of the school.

The management of staffing, accommodation and resources is good. The school has sufficient teaching staff, who are appropriately qualified and experienced to meet fully the needs of the curriculum.

Subjects are well resourced with books, apparatus and artefacts, which are carefully matched to the needs of the curriculum. The provision and use of these resources have a positive effect on pupils' standards of achievement. Clear management strategies exist for identifying and supporting future areas of need. Subject leaders keep comprehensive records of resources, which are regularly updated. Classroom resources are well organised and clearly labelled.

The care taken by the site supervisor, canteen, cleaning staff and dinner ladies enhances the life of the school and helps to make it a safe, welcoming and clean environment.

School Improvement

Since the last inspection the school has made good progress in improving the quality of provision and pupils' standards of achievement and has successfully addressed the majority of the key issues. The school is continuing to work to improve standards in mathematics. Although significant progress has been made in improving security, one area remains in need of attention.

3. Educational standards achieved by pupils

3.1. Standards achieved in subjects and areas of learning

Standards are never less than satisfactory; 66% of the work is good and 21% very good. These figures exceed the Welsh Assembly Government targets for Wales in 2003.

- Standards are very good in design and technology, art and physical education. Standards are good in English, science, Welsh second language, information technology, history, geography and religious education. Standards are satisfactory in mathematics.
- The school's results in NC Assessments for 2003 are well above local and national averages in English and science. This represents significant improvement in these subjects since the previous inspection. In mathematics, the school's results are below national and local averages at level 4+ and results are similar to those at the time of the previous inspection.

- When compared to schools with a similar intake of pupils, Hywel Dda school's results in English and science are very favourable while results in mathematics are largely in line with expectations.
- There are no significant variations in achievement and progress between particular groups of pupils identified by ethnicity or gender. Boys and girls generally make similar progress, with slight variation between subjects.
- Pupils make good progress towards their individual targets and those targets for improvement set by the school in relation to national criteria. The targets are based on the effective assessment of pupils' achievement as well as the results of NC assessments. Pupils with SEN make good progress towards the targets set in their Individual Education Plans (IEPs) and achieve good standards relative to their ability.

3.2. Standards achieved in key skills across the curriculum

Pupils achieve good standards in the key skills of speaking, listening, reading and writing across the curriculum. Standards are good in the use of ICT. Standards in numeracy are satisfactory.

- Pupils are attentive and listen carefully to their teachers and to each other. They are presented with many opportunities throughout the day to discuss and report on their views and, as a result, speak with increasing confidence as they progress through the school. They discuss people's opinions and how they can be different, but valued.
- Most pupils enjoy reading. The skills they have developed are used effectively to support their learning across the curriculum. They use books and other texts competently for research and generally value reading as a source of information and pleasure.
- Pupils write for a variety of purposes in different formats. They demonstrate good writing skills when they record the results of experiments in science, document visits and plan and evaluate work in design and technology.
- Standard of numeracy across the curriculum are satisfactory. Pupils effectively demonstrate symmetrical and asymmetrical shapes in physical education and form groups of 4, 5 and 6 quickly. They are able to describe well the features of shapes they construct in design and technology but are unable to estimate with a degree of accuracy the size of their constructions. Pupils are generally insecure in their use of multiplication tables and this restricts their ability to perform quick mental calculations.
- Many pupils achieve good standards in the use of ICT across the curriculum. They use the internet effectively to gather information, send e-mails and input data in a range of contexts to display block graphs and pie charts. Some of the more able pupils are adept at inserting formulas into spreadsheets to help them calculate addition and subtraction problems.
- Pupils with SEN achieve good standards in speaking, listening and reading relative to their age and ability. The skills they acquire help to improve their access to the whole curriculum.

4. Ethos of the school

4.1. Pupils' spiritual, moral, social and cultural development

Pupils' spiritual, moral, social and cultural development is good.

- The school successfully creates a caring, happy and stimulating environment in which pupils are valued and respected.
- Relationships within the school are very good and reflect the efforts made by the headteacher and her staff to create a culture in which positive attitudes are fostered. The introduction of Praise Postcards, for example, allows pupils to give and receive credit within their school community.
- Pupils demonstrate good social skills. They are friendly, confident and polite to adults and to each other. They demonstrate a positive and responsible attitude to school life.
- Pupils are involved in formulating the rules that guide the daily life of the school. They have a clear understanding of right and wrong and show obvious care and respect for their surroundings and the property of others.
- The School Council is a successful vehicle for pupils' representation. It allows pupils to take rational decisions independently on issues that are of importance to them in the life of their school. Pupils, parents and teachers freely express positive comments on this initiative.
- Provision for religious education and personal, social and health education form an important part of the school's spiritual, moral and social education. Pupils respond well to the many opportunities given to them to reflect both individually and collectively on the varied experiences of life.
- The school has an appropriate racial equality policy. Through their studies, across the curriculum, pupils gain clear insights into, and a growing respect for, the traditions and beliefs of other cultures and ethnic groups.
- Daily acts of collective worship are broadly Christian in nature and meet statutory requirements. Across the curriculum, planned opportunities exist which allow pupils to express their spirituality openly and to experience collectively a sense of awe and wonder. Pupils generally participate well in the hymns, prayers and other aspects of collective worship, though some are insensitive to the spiritual nature of the occasion.
- Pupils participate enthusiastically in a wide range of charity appeals, such as Oxfam and the 'Pocketful of Presents' project. This contributes positively to social awareness of their own culture and that of others.
- They gain a clear sense of their cultural heritage through activities such as the St. David's Day celebrations and the visits of Welsh artists and poets who work with them. The extensive programme of visits to places of educational interest, such as to St. Fagans and the Wales Millennium Centre, makes a significant contribution to standards across the curriculum and to pupils' understanding of their own culture.

4.2. Behaviour and attitudes

Overall, pupils' standard of behaviour in classes and around the school is good.

- Effective procedures and routines ensure the school is a secure, caring and orderly community.
- Pupils are confident and friendly, are courteous to adults and generally interact well with each other.
- In general, pupils display a very positive attitude to learning. Lessons are prepared well and are segmented with practical activities that ensure pupils sustain concentration. Where individuals do not fully participate, appropriate strategies ensure that the learning of others in the class is not interrupted.
- Pupils work well independently and most are keen to contribute to discussions and group activities.
- The school has good policies and practices for monitoring and improving behaviour. Expectations are consistent and rules are applied fairly throughout the school. Reward systems for good or improved behaviour and sanctions for instances of poor behaviour are appropriately tailored to the needs of year groups and classes.
- Pupils fully understand the school's systems of rewards and sanctions and virtually all pupils respond positively.
- The establishment of a school council, comprising representatives from all classes, has helped to raise awareness of behavioural issues.
- Although bullying is only rarely an issue for the school, there are clear and appropriate strategies for dealing with incidents promptly. The majority of parents are happy with the school's response to issues of bullying. Appropriate procedures are followed should exclusion become necessary.

4.3. Attendance

Overall, pupils' attendance and punctuality are good. This has a positive effect on their standards and progress.

- The vast majority of pupils have a very positive attitude to attending school. Non-attendance is the result of a range of issues, including illness and family holidays taken during term time.
- Overall, punctuality is good. However, a small number of pupils regularly arrive late at the start of the school day. The school takes appropriate action to improve the punctuality of these pupils.
- The Headteacher checks and follows up selected pupils who display patterns of authorised and unauthorised absence. The Education Welfare Officer (EWO) is

appropriately used, when necessary, to improve the attendance and punctuality of individuals.

- Registration is carried out efficiently and effectively. Recording and reporting attendance comply with the requirements of National Assembly for Wales circular 3/99.
- The school has an appropriate attendance policy; it works hard to improve attendance levels by setting targets for individual pupils. Pupils respond well to initiatives that encourage good attendance. Parents are reminded of their responsibilities through regular contact, newsletters and other correspondence.

5. Quality of Education

5.1. Teaching

The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by pupils. The quality of teaching is satisfactory or better in 100% of lessons seen; 47% of the teaching is good and 29% is very good.

Good features

- Introductions to lessons consolidate previous learning and encourage pupils to participate in discussion. Classes are well managed and effectively organised. Lessons proceed at a good pace and are clearly structured with appropriate introductions and conclusions that maintain pupils' enthusiasm and interest.
- Teachers use a range of appropriate teaching styles. There is a good balance between whole class, paired and group tasks and pupils engage in lively discussion. Tasks are stimulating and challenging and significant emphasis is placed on pupils' learning through their own practical investigations.
- Teachers and learning support staff work as an effective team. Work is planned thoroughly and conscientiously in year groups. Lessons are well prepared and begin promptly; learning objectives are clearly specified and good quality resources support learning. Tasks are well matched to pupils' ages and abilities and as a result all pupils achieve their potential.
- Pupils are effectively monitored and challenged whilst they are working and feedback is frequently given during the lesson. In the best practice, assessment during lessons is a shared activity in which pupils are encouraged to evaluate their success and to consider ways in which they can improve.
- Teachers and pupils display respect for each other and build positive and productive relationships. Teachers and support staff know their pupils well, have high expectations of them and are good role models. Praise and encouragement are continually given to raise pupils' self esteem and to ensure each individual's success.
- Teachers have a secure understanding of the subjects they teach. They make good use of professional training to improve skills and knowledge. Expertise is shared well among staff.

Shortcomings

- Lesson planning is not always linked to the specific key skills to be taught in each subject.
- The marking of work does not always inform pupils of the ways in which they can improve.

5.2. Assessment, recording and reporting

The quality of assessment is good and reporting and recording is very good. This is an improvement since the last inspection.

- The school has developed a comprehensive policy for assessment, recording and reporting, which informs current practice. It uses a broad range of assessment strategies effectively to support learning and standards of achievement.
- NC SATs are closely analysed for strengths and areas for development as well as to identify any obvious gender differences. Schemes are carefully adjusted in the light of significant findings and are used to improve standards further.
- Curriculum leaders have produced very useful portfolios of pupils' work with examples from each strand of the subject annotated and levelled against NC standards. In core subjects and some foundation areas, staff have thoroughly moderated the samples together, leading to a good, common understanding of standards in these subjects.
- Target setting is a significant strategy in the school for improving achievement. All pupils are effectively involved in the process and, when appropriate, encouraged to set their own targets with teacher guidance. Pupils review targets regularly and specific feedback from teachers enables them to identify clearly how they can improve. They evaluate their work carefully, note their shortcomings and decide logically how to move forward.
- Pupils' work is generally marked conscientiously with positive, supportive comments. There are some examples of very good marking, in which feedback is purposeful and clearly related to the subject and the lesson objectives. However, the marking of work shows some inconsistencies. In a few cases, comments focus unduly on presentation, are not specific and give little guidance on how to improve. Pupils are encouraged to respond to written comments and questions from the teacher and to follow through on these. In some instances, pupils are successfully involved in the shared activity of marking and commenting on each other's work.
- Teachers keep very useful records of pupils' work clearly showing their achievement across the curriculum. They use these to review progress regularly and to help in setting future targets.
- The school provides informative reports for parents at the end of the year and these present a clear picture of their child's achievements and progress. Children are asked to complete their target sheet prior to a parents' evening so that priorities are identified for the following year and discussed with parents.

5.3. Curriculum

A broad, balanced and relevant curriculum is provided; it is presented in a stimulating way and time is appropriately shared between all the curricular areas. The quality of the curriculum is good.

- Policies and schemes of work have been prepared for all the subjects of the NC and religious education. They are of good quality. Work is planned thoroughly and conscientiously in year groups. Where learning objectives and assessment criteria are highlighted, this helps to focus the direction and quality of teaching.
- A strength of the curriculum is its appropriateness for all pupils and the imaginative way in which it is presented with a strong emphasis on pupils' learning through their own practical investigations.
- Curriculum leaders play a significant role in the development of their subjects and in monitoring the effectiveness of the provision.
- Whilst identification of key skills is included in whole school documents, detailed planning for the progressive development of the key skills is not evident. Planning is generally for coverage and not development.
- Arrangements for personal and social education are good; a useful policy and curriculum map provides clear guidance. A particular strength of the school is its work related education and pupils benefit greatly from visits to various work places.
- A wide range of extra-curricular activities further enhances the curriculum. Activities in sport and creative subjects have a particularly beneficial effect on attitudes and standards of achievement.
- All pupils take reading books home and occasionally spelling and multiplication table tests. Formal homework is only set once a week in Year 6. As such it has only a limited impact on whole school standards of achievement.
- The school is socially inclusive and ensures that there is equality of access and opportunity for all its pupils. The breadth and diversity of links and partnerships enable all pupils to experience success.
- There are no pupils for whom the NC is disapplied or modified.

5.4. Support, guidance and pupils' welfare

The school makes good provision for supporting and guiding pupils and for their welfare.

- Pupils have very good relationships with all members of staff and generally work and play well together.
- Overall the school provides a safe, happy, secure environment. However, despite being situated at some distance from the road, vehicular and pedestrian access to

and from the school yard is unrestricted and presents a potential threat to the safety of pupils.

- Pupils' needs are identified at an early stage in their school life and teachers monitor their progress closely. Academic achievement and progress, personal development, behaviour and attendance are regularly discussed with pupils and, where appropriate, with parents. The headteacher and staff know their pupils very well. Pupils feel secure and valued and have high but realistic expectations of their own performance.
- The school's personal and social educational provision is successful in supporting the development of pupils' understanding of tolerance and interpersonal relationships.
- There is a positive approach and a clear policy for rewarding effort, good conduct, attendance and achievements. Sanctions are clearly understood and are appropriate. Although there have been three temporary exclusions in the past year, the school uses such sanctions judiciously and as a last resort.
- Well-documented procedures are in place that address issues relating to child protection. The headteacher is the named person for referral and staff are aware of the school's procedures to safeguard children.
- There are appropriate measures for dealing with all forms of oppressive behaviour, including bullying and harassment.
- Policies are in place and staff are familiar with procedures relating to health and safety. The school secretary and several members of staff are qualified to give first aid. Arrangements for the supervision of pupils during breaks and lunchtime are good and good support is available when required as, for example, when pupils have cuts and grazes through falls in the playground.
- The concern for ensuring the health and safety of pupils is apparent in all aspects of the curriculum. Risk assessments are carried out prior to educational visits.
- Good links are established with the adjacent infant school and the receiving secondary school. These are effective in supporting pupils when moving from one phase of education to the next.
- As part of a prefect system, older pupils are given opportunities to exercise minor responsibilities such as helping with door and passageway supervision, and assisting staff at break times and assemblies.
- A recently-formed school council provides extra scope for pupils to take on responsibilities and to discuss subjects such as resources and bullying.
- Staff reward pupils with postcards, stickers and certificates for hard work, good behaviour and acts of kindness and helpfulness. Pupils and their parents both value this system.

5.5. Provision for pupils with Special Educational Needs (SEN)

The school's provision for pupils with SEN is good.

- The school's policy for SEN is appropriate and meets the requirements of the Code of Practice. Currently there are 76 pupils on the school's SEN register.
- The school employs a full time SEN teacher who is also the SEN Co-ordinator (SENCO). A further 2 days teaching support is provided for pupils with specific individual needs. Pupils also receive valuable support from two Learning Support Assistants.
- The school's arrangements for early identification of needs are good. The school uses individual tracking sheets to assess and monitor progress. Extensive use is made of standardised tests to assess the progress of pupils in reading and spelling. These records are very good.
- Pupils with SEN throughout the school receive good support within their mainstream classes. Support is also provided out of class in both language and numeracy. The quality of this support ranges from satisfactory to good. There is an extensive range of suitable resources.
- Teachers meet regularly with the SENCO and support staff to receive guidance and advice, to co-ordinate planning and to discuss pupils' progress. These links are good.
- The school compiles appropriate, detailed IEPs. These contain clear, well-focused targets. The plans are reviewed at regular intervals and discussed with parents.
- Suitable liaison occurs with outside agencies in relation to pupils with SEN and the level of support is appropriate to the level of need.
- Pupils with SEN have positive attitudes to learning and most make good progress commensurate with their abilities and needs.
- Every effort is made to ensure that pupils with SEN are given access to the full curriculum.

5.6. Partnerships with parents and community, schools and other institutions

- The school enjoys good partnerships with parents, with nearby schools, institutions and the local community. Overall these links make a good contribution to pupils' general development and standards of achievement.
- Parents responding to the pre-inspection questionnaire and the school's own survey, indicated that the vast majority support the work and values of the school. They feel that staff are approachable and are responsive to suggestions and complaints.
- Parents are appropriately informed about the work of the school by termly newsletters, the school prospectus and through formal and informal contacts with teachers.
- The school has an open door policy for parents and encourages their involvement. A small number of parents help with reading, craft and several sports. Some

parents attend special classes in family numeracy and a Share Club and plans are in place to begin a family literacy class.

- An appropriate Home–School agreement, signed by all parents, is in place. The school prospectus and the ‘Governors’ Annual Report to Parents’ comply with Welsh Assembly Government requirements.
- Very good pastoral transition arrangements are in place for pupils transferring from the feeder infant school and to the local college where they receive their secondary education. There are several opportunities for social integration and teachers ensure that appropriate data is transferred for each pupil. Curriculum links that ensure continuity and progression at transition are also developing well. Resources and INSET are occasionally shared and subject co-ordinators meet to discuss policies and schemes of work. Teachers from the infant school review the progress of their former pupils during their first term in Year 3 to ensure they are making appropriate progress. The college vice principal regularly visits the school for assemblies and parents’ evenings.
- Community partnerships are well established; these links enrich pupils' understanding of the community and provide a positive sense of local identity.
- Close links exist with the local churches and clergy. A local Sunday School uses the premises for their weekly meetings. Pupils benefit from visits by the community police liaison officer, the fire service, an artist, writers and poets, players from Cardiff City Football Club and many others. Members of the local over 50s club and of the Community Volunteer Service help at the school with reading and mentoring pupils.
- Good links have been forged with the unitary authority, social, medical and welfare services and Barnardo’s.
- The school has an appropriate and mutually beneficial partnership arrangement with a teacher-training institute.

5.7. Partnership with industry

The school’s links with industry and commerce are very good and have significantly improved since the previous inspection.

- The school effectively uses its relationships with organisations and representatives from industry and commerce to enhance pupils' education in general and, in particular, to develop their knowledge and understanding of the world of work.
- There are good policies for industrial links and for careers education and guidance and the range and quality of partnerships with industry is maintained throughout the school.
- The school takes advantage of any suitable opportunities that become available and uses these to the benefit of pupils’ learning. There are several examples of projects that are appropriately related to class topics and which link pupils with local commerce and industry in a meaningful way, contributing to their knowledge and understanding.

- Several staff have well developed links with Careers Wales and have experienced industrial placements, most of which have been effective in enhancing pupils' learning and the personal development of the teacher.

6. Management

6.1. Quality of self-evaluation and planning for improvement

The school's procedures for evaluating its work and planning for improvement are good.

- The procedures for self-evaluation provide the school with a wide range of useful information. All curriculum leaders present detailed annual reports based on their own monitoring procedures. Further analysis of test and assessment results produces a detailed picture of standards across the school. This information is very useful and enables the Senior Management Team to agree priorities for the forthcoming year.
- The monitoring and review of subjects is thorough. Several strategies are used in evaluating progress. Of particular value have been the focussed classroom observations, the monitoring and matching of children's work to teachers' planning and also the tracking of pupils' progress.
- In all classes, pupils are involved in analysing their strengths and shortcomings and set targets alongside their teachers. Pupils find these targets useful in reviewing their own progress. Their use in planning ahead has not been fully realised across the whole school.
- The SDP is detailed and staff and governors contribute to its content. The plan is based on an annual cycle for development but does not clearly present a long-term programme. The plan indicates costs, which are linked to the school budget, and there is a clear structure of actions, responsibilities and success criteria. The plan includes suitable quantitative and qualitative targets.
- Effective monitoring procedures by the headteacher and curriculum leaders ensure that planning meets pupils' needs and helps them to progress.

6.2. Leadership and efficiency

The quality of leadership and management of the school is good and ensures a clear sense of purpose and direction to the work of the school.

- The school's aims and values promote a caring ethos and high standards that are successfully promoted by staff and governors. The school achieves its aims of providing a community in which all pupils work happily together and feel a sense of pride in their achievement.
- The headteacher provides very good leadership and is very ably supported by the deputy and one other senior teacher who operate as effective senior management team with a clear vision for school improvement.

- Teachers and support staff work very well as a team and are well focused on improving educational provision and standards of achievement. Teachers share the responsibilities for aspects of the curriculum and are generally effective in providing leadership in those areas and in monitoring provision and standards. They evaluate overall provision annually and identify staff training needs and areas for development within the SDP.
- The governing body is very supportive of the school and fulfils its statutory obligations. The governors are well informed through regular reports from the headteacher and understand their roles and responsibilities. There is a well-organised committee structure for managing aspects such as finance. There are formal links with subjects and governors are beginning to have an overview of the quality of education and pupils' standards of achievement. Some governors make regular visits to the school and provide help in the classrooms.
- The performance management policy provides a clear framework for reviewing performance through self-evaluation and monitoring in order to identify areas for development and professional training.
- The governing body, through its finance committee, ensures that budget-setting relates efficiently to the school's educational priorities in the SDP. The school manages its resources efficiently and ensures very good value for money.
- The school secretary undertakes administrative and a range of general tasks and facilitates very efficiently the day-to-day running of the school.
- The school has satisfied the requirements agreed at the last audit report. It complies with statutory requirements and takes note of Welsh Assembly guidelines.

6.3. Staffing, accommodation and learning resources

- The management of staffing, accommodation and learning resources is good.
- The school has sufficient teaching staff. They are appropriately qualified and experienced to meet fully the needs of the curriculum. The qualifications and subject interests of the teaching staff are well matched to their curriculum responsibilities.
- The senior management team ensures the effective induction of new or internally promoted staff and there is a targeted professional development programme for all staff.
- Curriculum leaders provide a detailed subject analysis annually, highlighting standards, notable strengths and areas for development. From these analyses, subject action plans are drawn up with specific targets for development.
- As part of the Performance Management process, a staff questionnaire enables individuals to consider wider issues such as record keeping or assessment. From these strategies, staff development needs are accurately identified and well matched to subsequent in-service training. Furthermore, staff aspirations for future career development are carefully noted and linked to the needs of the school.

- Learning support staff provide very good assistance and make a significant contribution to the overall quality of educational provision.
- The care taken by the school secretary, the site supervisor, canteen, cleaning staff and dinner ladies makes a valuable contribution to the life of the school and helps to make it a safe, welcoming, clean and bright environment.
- Good use is made of all available accommodation. The main building is in a good state of repair and extensive refurbishment and redecoration has taken place to improve the school's security and to improve the internal and external environment. Outside play areas are well maintained.
- Storage space in the school is adequate. However, the position of the storage room for large items of physical education equipment can make the transportation of netball posts and football goals problematic.
- Classrooms, corridors and other areas are used to display samples of pupils' work. Displays in classrooms are good. They provide an appropriate balance between raising pupils' self-esteem and providing information. Displays in corridors are less informative and do not present enough opportunities for pupils to extend their learning, especially in the area of key skills. The best are attractive, well labelled and allow pupils to interact with the work; these create an environment that enhances the pupils' learning.
- Subjects are well resourced with books, apparatus and artefacts, which are carefully matched to the needs of the curriculum. Subject leaders keep comprehensive records of resources, which are regularly updated. Classroom resources are well organised and clearly labelled. This is especially valuable when pupils move from class to class, as it allows quick and easy access to materials and equipment.
- Each classroom contains at least one multi-media computer with internet connections, although opportunities for their use are not always exploited. Classroom computers are networked to the information technology suite server, where the school's interactive whiteboard is housed. Each class has timetabled lessons here.
- The school reference library holds an adequate stock of books in most subjects although there is a limited range of Welsh books. Each class holds a range of appropriate non-fiction literature.
- Pupils throughout the school take part in a wide-ranging programme of educational visits, clubs and projects, which successfully support pupils' learning. For each subject in the curriculum there is a corresponding programme of events, which include visits by a range of specialists such as theatre groups, artists, sports coaches and local clergy. These activities are carefully incorporated into the school's curriculum and, where appropriate, further developed in the classroom.

7. Subjects and areas of learning

Standards achieved by pupils

English

Standards in English are good and have improved since the previous inspection.

Good features

- Pupils throughout the school speak enthusiastically and with interest. They express opinions confidently.
- The youngest pupils listen attentively and enjoy folk tales. They speak clearly and fluently whilst sharing their opinions of characters within stories.
- Pupils generally read well. When reading aloud they display a keen awareness of meaning and empathise well with characters.
- Even the youngest pupils are aware of differences between fact and fiction and a majority can explain the purpose of a contents page, a glossary and an index.
- The older pupils are beginning to understand inference and how opinions can influence texts.
- The majority of the youngest pupils follow the text of a class reader and all engage effectively with the story. They recite favourite rhymes and poems enthusiastically.
- Pupils' use of dictionaries is good. They understand how a dictionary works and readily use them as aids. The older pupils use a thesaurus when refining their use of vocabulary.
- Pupils understand the relationship of form, purpose and audience. Younger pupils are generally aware of the format of a letter. The oldest pupils understand the requirements of plots and sub plots and write lively openings to stories. They produce sensitive poetry using images effectively.
- All pupils use adjectives and the more able older pupils can describe features such as alliteration and simile. The oldest pupils use language adventurously as they describe characters.
- Apart from the youngest, all pupils show clear demarcation between upper and lower case letters. Many use joined up handwriting. Spelling is good and generally commensurate with pupils' age and ability.

Shortcomings

- Some pupils have limited awareness of a range of authors.

Mathematics

Standards in mathematics are satisfactory and have been maintained since the previous inspection.

Good features

- Younger pupils use apparatus competently to reinforce their understanding of hundreds, tens and units. They create imaginative shapes out of blocks and successfully calculate the numbers represented by their models.
- They are beginning to use coins correctly in their calculations of money. This is successfully reinforced when pupils make and sell cakes, calculate cost and provide appropriate change when they are sold in the school shop.
- Older pupils accurately calculate fractions of whole numbers. They work well in groups and support each other when using dice to add up decimal numbers. They quickly round up decimal numbers to the nearest whole number and are able to explain their methods.
- All pupils make good use of data handling skills. They collect a range of information and present their findings on a variety of graphs and charts. Many are able to interpret graphs to find information.
- Pupils make good progress in understanding and using properties of shapes. Younger pupils name and accurately describe the properties of a number of 2 and 3-D shapes. Older pupils recognise edges, faces and vertices and use computer programmes competently to extend their mathematical understanding.
- The oldest pupils use co-ordinates effectively to specify location and the most able are adept at calculating angles within different shapes. They accurately judge their competence in specific activities and set appropriate targets in order to improve.
- Pupils make good progress in extending their mathematical vocabulary as they move through the school. They are able to quickly ascertain the meaning of unfamiliar terms by using their mathematics dictionaries.

Shortcomings

- Some older pupils are less confident in calculating when using digital clocks than they are with analogue clocks.
- When calculating length, weight and capacity, pupils' estimations are often inaccurate.
- Throughout the school, pupils are insecure in their use of multiplication tables. Many are slow to respond to questions related to multiplication facts. This restricts their ability to quickly and successfully solve mental problems.
- The oldest pupils do not display a sound grasp of place value in decimal calculations. They are unable to express decimals as fractions of whole numbers and are generally unaware of the value of each digit in a decimal number.

Science

Standards in science are good and have been maintained since the previous inspection.

Good features

- The youngest pupils examine carefully and describe accurately contrasting ‘road’ surfaces; they participate well in planning a fair test investigation. They confidently describe the effect that changing the surface has on how far a model car travels and make reasoned explanations of the differences they have recorded.
- The oldest pupils clearly describe the differences between solids, liquids and gases; they give specific examples of materials melting and dissolving. The more able explain accurately the meaning of scientific terms such as ‘soluble’ and ‘insoluble’, ‘reversible’ and ‘irreversible’ change.
- They describe clearly how muscles work in pairs to move bones and know the functions of a human skeleton; when discussing circulation, most pupils explain with ease the function of a heart and have a sound understanding of pulse rate being a measure of heart rate.
- When describing their findings, pupils across the key stage use suitable comparative language such as, ‘The warmer the water, the faster the sugar dissolves. The colder the water, the slower the sugar dissolves.’
- When separating mixtures of materials, older pupils select appropriately from a range of apparatus and explain in detail why they have made those choices.
- Older pupils follow instructions carefully and use scientific language confidently when explaining how to vary the pitch of a sound.
- The oldest pupils describe materials well and identify their properties and uses correctly; they co-operate well in groups to determine the scale of hardness of a variety of rocks.

Shortcomings

- The use of graphs and the analysis of findings in investigations show some inconsistencies.

Welsh second language

Standards are good and have been maintained since the previous inspection.

Good features

- Welsh forms an integral part of daily life at school. Pupils readily respond to instructions within the class and in all school activities. Pupils’ use of incidental Welsh is always good and occasionally very good. Members of staff act as good role models when, for example, they greet each other and this has a positive effect on pupils’ attitudes.
- In assembly pupils say grace, recite prayers and sing hymns in Welsh confidently.
- Pupils’ vocabulary is good in relation to their age and ability. They correctly name parts of the body, the colours, types of television programmes such as documentaries and house types. They subsequently make appropriate use of this vocabulary as they ask and answer relevant questions.

- All pupils keenly enjoy improvised and rehearsed drama situations. Many produce impromptu dialogues effectively and make good use of such regular opportunities to reinforce new learning. Pupils cleverly revise vocabulary in such situations.
- Older pupils accurately count to 20, recite the days of the week and most can name the months of the year. They clearly explain their feelings and in response to questions, justify their opinions.
- Pronunciation is usually correct. When pupils do struggle, members of staff provide good language models and, with careful guidance, pupils correct themselves.
- Pupils read well and with clear diction from Big Books and from their own compositions.
- The oldest pupils describe, with increasing clarity and certainty, their own preferences concerning school life or clothes. In their writing, the more able older pupils successfully vary the tense of sentences.

Shortcomings

- There are no significant shortcomings.

Design and technology

Standards are very good and have improved since the previous inspection.

Good features

- Younger pupils know the basics of hygiene and can identify defects in an unhygienic kitchen. They know that people have different preferences in their choice of food and use a database effectively to survey information. They successfully design and make healthy sandwiches.
- They know how to use tools and equipment safely. They carry out a number of investigations and competently assemble, join and combine materials in a variety of ways before they conclude that certain shapes make stronger structures.
- Older pupils correctly identify the difference between natural and man-made fibres. They are able to join materials successfully by weaving and use this knowledge to make an attractive wall hanging. They evaluate the success of their projects well and identify aspects that could have been improved.
- Pupils appropriately annotate sketches to show details of the design of their group lighthouse. They demonstrate their knowledge of the stability of structures when they assemble their product and successfully use a computer to control the electric circuit in their structure.
- Pupils explore a good range of ideas for a shadow puppet with a moving part. They demonstrate very good understanding of the different techniques of joining when they assemble a moving part on their puppet.

- Older pupils know that there are many different kinds of shelters. They measure wood accurately to make a frame for their dwelling and construct appropriate joints to assemble the structure. They consider the most appropriate decoration for their Tudor house and generally apply paint carefully to the finished product.
- Pupils discuss the qualities of a range of games and work together to design and make a board game. They are able to evaluate effectively the success of each stage in the production of their game and find alternative ways if the first attempt fails.
- The oldest pupils are able to interpret briefs, research and investigate topics and gather information, which they use in their work. Towards the end of the key stage they have a very good understanding of structures and mechanisms.
- They evaluate their products well, giving detailed information of how the outcome could be improved. Pupils match the characteristics of materials to their selection of equipment and tools; they also consider appearance, function and reliability. Many finished products are of a very good quality.

Shortcomings

- There are no significant shortcomings.

Information technology

Standards are good and have improved since the previous inspection.

Good features

- Younger pupils successfully carry out a search on the computer related to their investigations. They know that part of a record of information is known as a field and they are able to import information into a field in order to change the outcome.
- They have learned that ICT can be used to select and control sounds. They successfully create their own dance music in a particular style which includes repetition of selected notes and composition of a loop.
- The majority of younger pupils are developing confidence in using the keyboard and are able to correct, save and print their work. Older pupils further develop their word processing skills and are competent in the use of a range of tools, which they successfully use to enhance their work.
- All older pupils can find files following directory paths including location of their own folder in which they save and store their work. They make sensible decisions about deleting earlier work or rectifying previous errors.
- When using a paint programme they display good mouse control and efficiently decrease or increase paintbrush and pencil size. They confidently use a range of graphic elements to merge, blend and mix their own colours. The oldest pupils skilfully manipulate images that they have accessed from a digital camera.
- Pupils are able to work independently to interrogate and find answers in a database.

- Some of the oldest pupils are adept at inserting formulas into a spreadsheet to help them calculate addition problems, such as the total cost of a trip to the zoo.
- Pupils frequently use CD-ROMs to access information related to their topics. They confidently log onto the network and display good skills when carrying out a search on the Internet to investigate and retrieve information. They make good use of the electronic mail facility to send and receive e-mail.
- The oldest pupils know how to combine, graphics, text and sound to produce a multimedia presentation. Their Christmas cards are imaginative and include elements such as animation and sound. In the Computer Club, pupils demonstrate a wide range of skills when they help construct the school website.
- Pupils understand that a graphical model can be used to explore alternatives. They respond well to problems by re-designing and changing objects within a classroom.
- The school has been involved in projects in collaboration with a number of companies. For example, 'Scary Time' is an interactive CD-ROM made by the school where pupils take the audience on a virtual tour of their haunted house and garden. This and other projects have helped raise standards and greatly enhance learning.

Shortcomings

- Pupils' design activities are insufficiently supported by the use of flexible drawing packages.

History

Standards are good and have been maintained since the previous inspection.

Good features

- The youngest pupils use historical evidence from different sources effectively to make judgements and to answer questions.
- They use information technology to research information and to create and print off a personal design for a torque, or ancient necklace.
- Older pupils make sensible and accurate predictions about the lives of various families in Tudor times by carefully examining representations of the past such as paintings, drawings and text. They make well-reasoned predictions about the use of unfamiliar historical artefacts.
- Older pupils explain clearly, with good exemplification, the differences between the lives of children living in Tudor times and their own lives. The able pupils in this age range can explain with mature understanding the reasons for the six marriages of Henry VIII.
- During their study of World War II, the oldest pupils use photographs to help them explain, with understanding, the reasons for the evacuation of children from

the cities. They employ a wide range of vocabulary when investigating the reasons for the frequent bombardment of cities during the war.

- Pupils have a good grasp of the concepts of change and development; this is illustrated well in the attractive records they keep on houses and homes through the centuries.

Shortcomings

- Pupils do not always justify their opinions sufficiently.

Geography

Standards are good and have improved since the previous inspection.

Good features

- The youngest pupils are able to locate Cardiff and Wales confidently on a variety of maps and a globe.
- They use a map of their local area to draw their own route to school. They record accurately the physical and human features that they pass on the way, such as trees and traffic lights, and devise a key with agreed symbols to help users interpret information.
- Younger pupils have a good understanding and knowledge of place, direction and their locality. They explain clearly the similarities and differences between Llanarthne and Ely, such as the numbers of shops, people, services and types of business.
- Older pupils describe clearly how human activity can affect and change the environment. Using areas in their locality, such as Culverhouse Cross, they explain well how people attempt to manage and improve the environment.
- The oldest pupils observe and ask questions about geographical features and issues. They discuss and explain clearly why industrial areas around Cardiff are near to the docklands, retail outlets are near to main roads and residential areas are close to the city centre.
- They develop a fuller understanding of their own local area and community within the wider context of Wales. Using maps and photographs of Cardiff and Cardiff Bay, they investigate methodically questions about transport routes and the people who use them.
- Throughout the school, pupils develop progressively their mapping skills, so that by the end of the key stage, they are adept at using Ordnance Survey maps and grid references to locate and identify important features.

Shortcomings

- There are no significant shortcomings.

Art

Standards are very good and have improved since the previous inspection.

Good features

- Younger pupils understand that distant figures appear smaller and successfully create an illusion of depth in their near and far drawings and paintings.
- Pupils explore textured surfaces around the school prior to preparing for a group collage based on living things. Their final picture is a vibrant group collage illustrating very good use of materials and tools and effectively showing an awareness of different surfaces and textures.
- Older pupils skilfully smudge soft pastels and charcoal to create changes in colour and texture in their pictures. They are aware of the different moods that can be created with the use of warm and cold colours and demonstrate this very well in their paintings. Their appreciation and understanding of examples of Welsh art influences this.
- Pupils use a range of materials to shape and build their masks. During the process they adapt and change their work in order to overcome the difficulties of translating their original design into practice.
- Their Tudor portraits demonstrate an increasing understanding of tone, which they use very effectively to create form in their paintings and drawings. They research and study the work of a range of artists to further develop their understanding.
- Older pupils have gained a greater insight of art, craft and design in a historical context by studying the work of William Morris. Their vocabulary is enriched by discussion and practical activities, which focus on observational drawings and printing patterns.
- Pupils make very good use of sketchbooks, which reflects their level of knowledge and progress made in the acquisition of skills.
- They use the works of artists to explore movement in drawings and paintings. They successfully interpret these works in their own style using a range of media to produce dynamic group sculptures.

Shortcomings

- There are no significant shortcomings.

Music

Standards are good and have improved since the previous inspection.

Good features

- Pupils can distinguish between rhythms and beats and whilst listening attentively to music they effectively keep a steady beat.

- After listening to a range of music they carefully imitate the beat pattern incorporating clapping, tapping, clicking and sound patterns. They are aware of rests and successfully include them as they count out the beats in a bar.
- Pupils' knowledge of the characteristics of musical instruments is secure. They readily name members of the string, percussion and woodwind family and confidently describe different types of harps, including the Welsh triple harp.
- Their musical knowledge is enriched as they research for information both in books and on the Internet.
- Pupils generally sing in tune. In singing lessons they follow the pitch, numbering and signing scales correctly. Their posture is generally appropriate and they hold longer notes well.
- With initial guidance, pupils successfully sing a four part round.
- When composing, pupils use a range of techniques as they react to stimuli. They organise, develop and refine ideas successfully.
- Pupils suitably evaluate their own performances and those of others. They appraise and justify opinions. Individually and in groups they readily share the emotions music evokes in them.
- All pupils are strongly aware of the music tradition of Wales. Standards are enhanced through an extensive involvement in a range of cultural activities including the Urdd Eisteddfod, local festivals, school visits and participation in their own school eisteddfod.
- A wide range of extra-curricular activities, such as choir and recorder groups, together with peripatetic tuition in violin, brass and singing, greatly enhances pupils' experiences in music across the school.

Shortcomings

- A small minority, mainly boys, lack confidence when performing.

Physical education

Standards are very good and have improved since the previous inspection.

Good features

- Pupils prepare appropriately and dress suitably for the subject.
- All pupils warm up correctly and know why warming up and cooling down are important factors in physical exercise. They are aware of health related issues and the link between activity and good health.
- In dance, pupils make sensible use of space and incorporate movements at different levels. Their sound appreciation of rhythm is clearly evident in their creative response.

- They travel in a suitable variety of ways and link movements smoothly as they develop patterns.
- Using teachers' criteria, they skilfully refine movements in order to improve their performance.
- Pupils move in time to a varying beat, turning, spinning and travelling at an appropriate speed, direction and level.
- They bounce balls skilfully from varying heights as they accurately keep a steady beat. Pupils' control is very good. They pass and receive balls with considerable skill.
- Pupils' balance is very good as they demonstrate balanced symmetrical and asymmetrical shapes and jumps.
- When playing football, ball control and shooting are very good and pupils are gradually developing their ability using both feet.
- Pupils form sensible judgements on the characteristics of good performance in other pupils and use these in order to improve their own performance.
- Very good extra-curricular provision such as football, netball, athletics and gym clubs greatly enhances pupils' motivation and self-esteem. Their strong involvement in the community and the regular contribution of outside agencies has a highly beneficial effect on standards.

Shortcomings

- There are no significant shortcomings.

Religious education

Standards are good and have improved since the previous inspection.

Good features

- The youngest pupils are able to discuss sensibly the consequences of their actions and explain why rules are necessary in school and society as a whole.
- They have a good understanding of celebrations and relate with enjoyment their own experience of such occasions in church or in school.
- Older pupils recollect a variety of celebrations or festivals known to them. They carefully examine a selection of greetings cards and, when questioned, confidently explain the particular occasion for which each one is created.
- Pupils explain with good understanding some basic beliefs and teachings from different religions, such as Christianity and Judaism. Their knowledge is enhanced through visits to places of worship such as a synagogue and a mosque. They identify correctly artefacts and practices which are associated with these religions and relate them to familiar celebrations such as baptisms and weddings.

- They explain succinctly the division between the Old and the New Testaments. The most able can recall sacred books from various faiths and give mature suggestions as to why they are important to the followers of those faiths.
- The oldest children identify individuals they admire and give good reasons for their selections. They enthusiastically research important religious leaders to discover how these people have helped others.
- By the end of the key stage, the most able pupils are developing a secure understanding of the key beliefs of different religions. They explain with sensitivity what it means to belong to a faith community and how holding a particular conviction can affect the behaviour of an individual.

Shortcomings

- There are no significant shortcomings.

8. School improvement

8.1. Progress since the last inspection

The school was previously inspected in 1998 and produced an action plan to address the key issues; most issues have been fully implemented.

Key issue 1

'Raise standards in English.'

- The scheme of work has been updated and includes a balanced range of activities. Teachers plan thoroughly in year groups for the specific areas they teach. Staff have attended a range of courses; the subject leader provides advice and is a good role model. The upward trend in NC results in English is significant.
- The current inspection team found that good progress has been made in addressing this key issue.

Key issue 2

'Raise standards in mathematics, in particular by addressing the levels of achievement of girls in mathematics'

- The school has adapted its approach in mathematics. The current scheme is well considered and improved standards are already evident in the lower part of the school. Efforts have been made to enthuse and motivate girls and appropriate resources have been introduced.
- The current inspection team found that girls are well motivated and generally enjoy mathematics. Satisfactory progress has been made in raising standards in mathematics.

Key Issue 3

'Improve standards in information technology by focusing on the national curriculum programmes of study'

- The scheme of work has been adapted and presents good coverage of NC programmes of study. There is evidence that it has been put into practice as skills are progressively developed through the school. Teachers' confidence has been raised as a result of training.
- The current inspection team found that standards had been raised and very good progress made in addressing this key issue.

Key Issue 4

‘Review teachers’ planning to include clear objectives and specific targets for pupils’

- Short term planning in all subjects is sharply focussed on clear learning objectives which are shared with pupils. In English and mathematics, specific targets are agreed and set for each pupil and reviewed each half term. In the foundation subjects pupils fill in an evaluation sheet at the end of each topic and review their progress.
- The current inspection team found that very good progress has been made in addressing this key issue.

Key Issue 5

‘Ensure there is a consistent approach to teaching and learning, and that policy and schemes of work reflect the whole school approach to teaching and learning.’

- Policies and schemes of work have been prepared for all the subjects of the NC and religious education. They are of good quality. Where learning objectives and assessment criteria are highlighted this helps to focus the direction and quality of teaching.
- The current inspection team found that very good progress has been made and that there is a consistent approach to teaching and learning reflected in school policies and schemes.

Key Issue 6

‘Focus the monitoring and evaluation of the curriculum on clear criteria such as learning outcomes and progress made by pupils to meet targets set.’

- All curriculum leaders present detailed annual reports based on their own monitoring procedures. Further analysis of test and assessment results produces a detailed picture of standards across the school.
- The current inspection team found that good progress has been made in monitoring and evaluating the curriculum.

Key Issue 7

‘As a matter of urgency, address the security of the main building to prevent unauthorized access to the building and the grounds.’

- Electronic access locks on all school doors were installed shortly after the previous inspection. The security of the school grounds has been improved by new fencing to the rear of the school and the installation of a comprehensive surveillance camera system.
- The current inspection team found that this key issue has been satisfactorily addressed. Security has been significantly strengthened since the previous inspection. However, despite being situated at some distance from the road,

vehicular and pedestrian access to and from the school yard is unrestricted and presents a potential threat to the health and safety of pupils. For this reason, this particular aspect of security continues to be a key issue.

8.2. Key issues for action

To build on the good standards achieved by the pupils and to improve aspects of provision the school needs to:

1. Improve standards in mathematics and address the small number of shortcomings in other subjects and areas of learning;
2. Develop further whole school planning for progression of key skills;
3. Ensure the main access to the school grounds is secure at all times.

The school is aware of the need to raise standards in mathematics and has identified it as a priority in the School Development Plan. It has also identified the need to widen the front entrance to the drive and to renew the gates.

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before and during the inspection.

Appendix

A. Basic information about the school

Name of School	Hywel Dda Junior School
School type	LEA Community School
Age-range of pupils	7-11
Address of school	Cambria Road Ely Cardiff
Postcode	CF5 4PD
Telephone Number	029 20591593

Headteacher	Mrs Jennifer Ingram
Date of appointment	1990
Chair of Governors/ Appropriate Authority	Mr. Mansel Jones/ Cardiff City Council
Registered Inspector	Linn Jones W245/78277
Dates of inspection	January 19 th – 21 st 2004

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	N/A	N/A	N/A	N/A	51	47	51	52	201

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	4	10.4

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18.7: 1
Pupil : adult (fte) ratio in nursery classes	N/A
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1.35: 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	N/A	N/A	93%	93%
Term 2	N/A	N/A	91%	91%
Term 3	N/A	N/A	93%	93%

Percentage of pupils entitled to free school meals	55.5%
Number of pupils excluded during 12 months prior to inspection	3

C. Results of National Curriculum assessments and public examinations

National Curriculum Assessment KS 2 Results: 2003							Number of pupils in Y6: 54					
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	28	48	24	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	2	0	0	0	0	13	43	43	0
		National	0	2	2	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	6	30	50	15	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	6	33	41	20	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	6	15	57	22	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	9	70	20	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	59	In the school:	57
In Wales:	71	In Wales:	70

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

D. The evidence base of the inspection

The inspection was carried out by a team of four inspectors who spent a total of 11 inspector days in the school.

Prior to the inspection:

- questionnaires were distributed to all parents and 28 forms were completed and analysed;
- meetings were held with the headteacher, staff, governors and parents; 6 parents attended the parents' meeting;
- school documentation was examined.

During the inspection:

- 51 lessons or parts of lessons were observed;
- other observations included collective worship, registration and extra-curricular activities;
- a representative sample of pupils' work was examined from each class during the academic year and the previous academic year;
- pupils were heard reading and discussions were held with them about previous and on-going work as part of the examination of standards in NC subjects;
- discussions were held with the headteacher, teaching and non-teaching staff about their roles and responsibilities;
- teachers' long-term, medium-term and short-term plans, assessment records and co-ordinators' documents were examined;
- attendance registers were scrutinised;
- pupils' behaviour in lessons and in and around the school at break times, lunch times and before and after school was observed.

After the Inspection:

- Meetings were held with the headteacher, the staff and the governing body to provide oral feedback on the inspection findings.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Linn Jones Registered Inspector	Mathematics Design and technology Information technology Art	The school and its priorities, The main findings of the report, Standards of achievement, Standards in key skills across the curriculum, Teaching, Leadership and efficiency, Progress since the last inspection, Key issues for action
Dafydd Roberts Team Inspector	English Welsh second language Music Physical education	Provision for pupils with Special Educational Needs, Curriculum, Self-evaluation,
Gaynor Weavers Team Inspector	Science History Geography Religious education	Assessment, recording and reporting, Pupils' spiritual, moral, social and cultural development, Staffing, accommodation and learning resources
Derek Hobbs Lay Inspector		Behaviour and attitudes, Attendance, Partnership with parents and community, schools and other institutions, Partnership with industry, Support, guidance and pupils' welfare.

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Hywel Dda Junior School was inspected as part of a national programme of school inspection. The purpose of this Report is to identify strengths and weaknesses in the school in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children's schools. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.** Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

The inspection of Hywel Dda Junior School took place between 19th – 21st January 2004. It was undertaken by an independent team of four inspectors, led by Ms. Linn Jones. The inspection was commissioned by Estyn, a department of central government.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the efficiency with which financial resources were used and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

Basic information about the school

Name of School	Hywel Dda Junior School
School type	LEA Community School
Age-range of pupils	7-11
Address of school	Cambria Road Ely Cardiff
Postcode	CF5 4PD
Telephone Number	029 20591593

Headteacher	Mrs Jennifer Ingram
Date of appointment	1990
Chair of Governors/ Appropriate Authority	Mr. Mansel Jones/ Cardiff City Council
Registered Inspector	Linn Jones W245/78277
Dates of inspection	January 19 th – 21 st 2004

Summary Report

Context

The school and its priorities

Hywel Dda school is situated at the edge of a large local authority housing estate in Ely on the western outskirts of Cardiff. The school was built in 1937 and is a single story 'E' shaped building consisting of nine classrooms. There are 202 pupils on roll; around three-quarters of pupils live in the traditional catchment area.

The area is considered to have a high level of social and economic disadvantage. Around 51% of pupils are entitled to free school meals. This percentage is significantly above the local and national average.

The majority of pupils come from homes where English is the predominant language. Around 7% of pupils are from an ethnic minority background. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. 38% of pupils are on the school's register of special educational needs (SEN). Three pupils have statements of SEN.

The school has devised a number of self-evaluation strategies in order to identify its own strengths and shortcomings and has put in place a structured programme for improvement. The priorities for development, as outlined in the current School Development Plan (SDP) include improvements in mathematics and English and aspects of assessment.

The school was last inspected in June 1998. Since then the school has been involved in a large number of initiatives and has been awarded the Basic Skills Quality Mark and Charter Marc Cymru award for sport. Pupils identify areas for school

improvement and are included in decision making through the School Council. Major refurbishments have been carried out in order to improve the learning environment.

The main findings of the report

Hywel Dda is a good school where all pupils are valued. The very good leadership, high expectations of all staff and governors and the provision of a curriculum that is wholly appropriate to the needs of pupils, contribute significantly to its success. As a consequence, pupils display very positive attitudes towards learning.

Educational standards achieved in subjects and areas of learning

Standards are never less than satisfactory; 66% of the work is good and 21% very good. These figures exceed the Welsh Assembly Government targets for Wales in 2003.

Standards of achievement in National Curriculum (NC) subjects and religious education are as follows:

English	Good
Mathematics	Satisfactory
Science	Good
Welsh second language	Good
Design and technology	Very good
Information technology	Good
History	Good
Geography	Good
Art	Very good
Music	Good
Physical education	Very good
Religious Education	Good

Pupils achieve good standards in the key skills of speaking, listening, reading and writing across the curriculum. Standards are good in the use of information and communications technology (ICT). Standards in numeracy are satisfactory

Ethos of the school

The school is successful in creating a happy and stimulating environment in which pupils are valued and respected. Relationships within the school are very good and reflect the efforts made by the headteacher and her staff to create a culture in which positive attitudes are fostered. The school provides equality of opportunity for all and is socially inclusive.

Overall, pupils' standard of behaviour in classes and around the school is good. Effective procedures and routines ensure the school is a secure, caring and orderly

community. Pupils are confident and friendly, are courteous to adults and generally interact well with each other.

Overall, pupils' attendance and punctuality are good. This has a positive effect on their standards and progress.

Quality of education

The quality of teaching is a strength of the school and contributes significantly to the good standards achieved by pupils. The quality of teaching is satisfactory or better in 100% of lessons seen; 47% of the teaching is good and 29% is very good.

Teachers and support staff work as a very effective team. Lesson planning is very well structured with clear learning objectives that are shared with pupils. These objectives, however, are not always linked to the specific key skills relevant to the subject. Lessons begin promptly and tasks are well matched to pupils' ages and abilities. As a result, all pupils achieve their potential.

The quality of assessment is good and recording and reporting is very good. This is an improvement since the last inspection. The school has developed a comprehensive policy for assessment, recording and reporting, which is effective in informing current practice. It uses a broad range of assessment strategies to support learning and improve standards.

A broad, balanced and relevant curriculum is provided; it is presented in a stimulating way and time is shared appropriately between all the curricular areas. The quality of the curriculum is good. Work is planned thoroughly and conscientiously in year groups. Whilst identification of key skills is included in whole school documents and coverage is adequately addressed, detailed planning for the progressive development of the key skills is not evident.

The school makes good provision for supporting and guiding pupils and for their welfare. Pupils' needs are identified at an early stage in their school life, and teachers monitor their progress closely. Academic achievement and progress, personal development, behaviour and attendance are regularly discussed with pupils and, where appropriate, with parents. The headteacher and staff know their pupils very well. Pupils feel secure and valued and have high, but realistic expectations of their own performance.

Overall, the school provides a safe, happy and secure environment. However, despite being situated at some distance from the road, vehicular and pedestrian access to and from the school yard is unrestricted and this presents a potential threat to the health and safety of pupils.

The quality of provision for pupils with SEN is good. The school's arrangements for early identification of needs are good. The school uses individual tracking sheets to assess and monitor progress. Extensive use is made of standardised tests to assess the progress of pupils in reading and spelling. These records are very good.

The school enjoys good partnerships with parents, with nearby schools, institutions and the local community. These links make a good contribution to pupils' development and standards of achievement.

Very good pastoral transition arrangements are in place for pupils transferring from the feeder infant school and to the secondary phase of their education. There are several opportunities for social integration and teachers ensure that appropriate data is transferred for each pupil.

The school has developed very good links with industry and commerce. The school effectively uses its relationships with organisations from industry and commerce to enhance pupils' education in general and, in particular, to develop their knowledge and understanding of the world of work.

Management

Self-evaluation processes provide the school with a wide range of useful information. All curriculum leaders present detailed annual reports based on their own monitoring procedures. Further analysis of test results and assessments throughout the school enables a detailed and comprehensive picture of each pupil to be drawn up. This information is very useful and enables the Senior Management Team to agree priorities for the forthcoming year.

The quality of leadership and management of the school is good and ensures a clear sense of purpose and direction to the work of the school. The headteacher provides very good leadership and is very ably supported by the deputy and one other senior teacher who together form an effective senior management team. Teachers and support staff work very well as a team and are clearly focused on improving educational provision and standards of achievement.

The governing body is very supportive of the school and is effective in fulfilling its statutory obligations. The governors are well informed, through regular reports from the headteacher, and understand their roles and responsibilities. There is a well-organised committee structure for managing aspects such as finance. The school manages its resources efficiently and ensures very good value for money. The school secretary undertakes her duties very efficiently and contributes well to the day-to-day running of the school.

The management of staffing, accommodation and resources is good. The school has sufficient teaching staff, who are appropriately qualified and experienced to meet fully the needs of the curriculum.

Subjects are well resourced with books, apparatus and artefacts, which are carefully matched to the needs of the curriculum. The provision and use of these resources have a positive effect on pupils' standards of achievement. Clear management strategies exist for identifying and supporting future areas of need. Subject leaders keep comprehensive records of resources, which are regularly updated. Classroom resources are well organised and clearly labelled.

The care taken by the site supervisor, canteen, cleaning staff and dinner ladies enhances the life of the school and helps to make it a safe, welcoming and clean environment.

School Improvement

Since the last inspection the school has made good progress in improving the quality of provision and pupils' standards of achievement and has successfully addressed the majority of the key issues. The school is continuing to work to improve standards in mathematics. Although significant progress has been made in improving security, one area remains in need of attention.

Key issues for action

To build on the good standards achieved by the pupils and to improve aspects of provision the school needs to:

1. Improve standards in mathematics and address the small number of shortcomings in other subjects and areas of learning;
2. Develop further whole school planning for progression of key skills;
3. Ensure the main access to the school grounds is secure at all times.

The school is aware of the need to raise standards in mathematics and has identified it as a priority in the School Development Plan. It has also identified the need to widen the front entrance to the drive and to renew the gates.

The governing body of the school is responsible for drawing up an action plan within 40 working days (or 45 working days where a translation is necessary) of receiving the Report, detailing what action the school is going to take to address the issues raised in the Report. This action plan, or a summary of it, will be circulated to all parents at the school.