

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

**KITCHENER PRIMARY SCHOOL  
KITCHENER ROAD  
CANTON  
CARDIFF  
CF11 6HT**

**SCHOOL NUMBER: 681/2031**

**DATE OF INSPECTION: 6<sup>TH</sup> – 9<sup>TH</sup> MAY 2003**

**BY**

**MR P TREADWELL**

**REGISTERED INSPECTOR: W017669**

**DATE: 25<sup>TH</sup> JUNE 2003**

**UNDER ESTYN CONTRACT NUMBER: C/T/202/02P**

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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.

**LIST OF ACRONYMS USED IN THE REPORT IN ALPHABETICAL ORDER :**

ACCAC	-	Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru (The Qualifications, Curriculum and Assessment Authority for Wales)
AT	-	Attainment Target
BEST	-	Building Excellent Schools Together
CoP	-	Code of Practice
EAL	-	English as an additional language
EBP	-	Education Business Partnership
EMAS	-	Ethnic Minority Achievement Service
EWO	-	Education Welfare Officer
GTCW	-	General Teaching Council for Wales
ICT	-	Information and Communications Technology
IEP	-	Individual Education Plan
INSET	-	In-Service Education and Training
MER	-	Monitoring Evaluation Review
NAfW	-	National Assembly for Wales
NOF	-	New Opportunities Fund
NQT	-	Newly Qualified Teacher
NPQH	-	National Professional Qualification for Headteachers
PSE	-	Personal and Social Education
PHIB	-	Professional Headship Induction Programme
SDP	-	School Development Plan
SENCO	-	Special Educational Needs Co-ordinator
SMT	-	Senior Management Team

# **CONTENTS**

<b>1. CONTEXT.....</b>	<b>1</b>
THE SCHOOL AND ITS PRIORITIES.....	1
<b>2. MAIN FINDINGS.....</b>	<b>1</b>
THE MAIN FINDINGS OF THE REPORT.....	1
<b>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS.....</b>	<b>4</b>
3.1    STANDARDS ACHIEVED IN SUBJECTS AND AREAS OF LEARNING.....	4
3.2    STANDARDS ACHIEVED IN KEY SKILLS ACROSS THE CURRICULUM.....	5
<b>4. ETHOS OF THE SCHOOL.....</b>	<b>6</b>
4.1    PUPILS’ SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.....	6
4.2    BEHAVIOUR AND ATTITUDES.....	7
4.3    ATTENDANCE.....	7
<b>5. QUALITY OF EDUCATION.....</b>	<b>8</b>
5.1    TEACHING.....	8
5.2    ASSESSMENT, RECORDING AND REPORTING.....	9
5.3    CURRICULUM.....	10
5.4    SUPPORT, GUIDANCE AND PUPILS’ WELFARE.....	11
5.5    PROVISION FOR PUPILS WITH SEN.....	12
5.6    PARTNERSHIP WITH PARENTS AND COMMUNITY, SCHOOLS AND OTHER INSTITUTIONS.....	13
5.7    PARTNERSHIP WITH INDUSTRY.....	14
<b>6. MANAGEMENT.....</b>	<b>14</b>
6.1    QUALITY OF SELF-EVALUATION AND PLANNING FOR IMPROVEMENT.....	14
6.2    LEADERSHIP AND EFFICIENCY.....	15
6.3    STAFFING, ACCOMMODATION AND LEARNING RESOURCES.....	16
<b>7. SUBJECTS AND AREAS OF LEARNING.....</b>	<b>17</b>
STANDARDS ACHIEVED BY PUPILS.....	17
PROVISION FOR THE UNDER-FIVES.....	17
ENGLISH.....	20
MATHEMATICS.....	22
SCIENCE.....	23
WELSH SECOND LANGUAGE.....	24
DESIGN AND TECHNOLOGY.....	25
INFORMATION TECHNOLOGY.....	26
HISTORY.....	26
GEOGRAPHY.....	27
ART.....	28
MUSIC.....	29
PHYSICAL EDUCATION.....	30
RELIGIOUS EDUCATION.....	31
<b>8. SCHOOL IMPROVEMENT.....</b>	<b>32</b>
8.1    PROGRESS SINCE THE LAST INSPECTION.....	32
8.2    KEY ISSUES FOR ACTION.....	34
<b>APPENDIX.....</b>	<b>35</b>
A.    BASIC INFORMATION ABOUT THE SCHOOL.....	35
B.    SCHOOL DATA AND INDICATORS.....	35
C.    RESULTS OF NATIONAL CURRICULUM ASSESSMENTS AND PUBLIC EXAMINATIONS.....	36
D.    THE EVIDENCE BASE OF THE INSPECTION.....	38
E.    COMPOSITION AND RESPONSIBILITIES OF THE INSPECTION TEAM.....	39

## **PART 2: THE INSPECTION SCHEDULE**

### **1. CONTEXT**

#### **The school and its priorities**

Kitchener primary school with 391 pupils on roll serves the inner city areas of Riverside, Canton and Leckwith in the city of Cardiff. Pupils are housed in two large main infant and junior buildings with an additional purpose-built nursery block located at ground floor from the infant's section.

Two playgrounds and an area of green space surround these main buildings. Additional space exists for environmental learning and there is also a quiet outdoor area with benches and raised planters for pupil use. Part of the tarmac space forms a dedicated area for early years education.

Around 83% of pupils are from the ethnic minorities and about 70% of these pupils speak a language other than English as their first language at home. Many enter school with little or no understanding of English. There are over 15 languages spoken in the school, although there are no pupils who are natural Welsh speakers.

Classes in both key stages are well within government guidelines in relation to size. Pupils come from a socially mixed catchment area, but the vast majority of homes are classed as disadvantaged. Around 38% of pupils claim free school meals, which is well above the national average. However, the school is of the view that many more pupils do not claim their entitlement in this respect. The school has 108 children on the SEN register and seven pupils have statements of SEN.

The governors and staff have worked successfully together to produce a vision statement and an SDP, which highlights the school's short and long-term priorities; these include strategies for raising standards in all subjects and setting quantifiable targets for school improvement. The school was last inspected in the spring term of 1998. The present head was appointed in September 2001. The Basic Skills Quality Mark was awarded to the school in June 2002. The school was awarded the Quality in Study Support (QISS) award in July 2002.

### **2. MAIN FINDINGS**

#### **The main findings of the report**

This is a very good school with a number of notable features. Although standards are below the national average in all three core subjects, they are beginning to compare favourably with schools in a similar context; the quality of provision is generally very good and management overall is very effective.

- Standards of achievement overall in the school are around 99% satisfactory or better in the work seen, of which, about 45% is good and 9% very good.

- Standards in the early years are 100% satisfactory or better, of which around 80% is good and 10% very good. The educational provision for the under-fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved by early years children are as follows:

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

- Standards in KS1 are 100% satisfactory or better, of which around 38% is good and 19% very good; in KS2 they are around 99% satisfactory or better, of which about 37% is good and 4% very good.
- Standards in the different subjects are as follows:

	KS1	KS2
English:	Good	Satisfactory
Speaking	Good	Good
Listening	Good	Good
Reading	Good	Satisfactory
Writing	Good	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Welsh second language	Satisfactory	Satisfactory
Design and technology	Good	Good
Information technology	Good	Good
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Good	Satisfactory
Music	Good	Good
Physical education	Good	Good
Religious education	Good	Satisfactory

- Pupils' achievement and progress in the key skills of literacy and numeracy across the curriculum are satisfactory and in ICT they are good.
- Pupils' moral, social and cultural development is very good; their spiritual development is satisfactory. Overall, personal and social skills are developed very well and relationships between pupils and with adults are very good.
- Behaviour and attitudes to learning are very good. Pupils are courteous and responsible in their actions and opportunities to demonstrate initiative are many and varied.

- Attendance levels are satisfactory. Many strategies have been successfully implemented in recent terms to improve this aspect. Some pupils still arrive late in school on a regular basis.
- The quality of teaching overall in the lessons observed is around 99% satisfactory or better, of which about 53% is good and 17% very good. There is clear evidence of good practice across the whole school and very good practice in KS1 and KS2.
- Teachers prepare individual lessons very well and also plan very effectively together in year groups with regard to medium and long term curriculum planning; they have a sound knowledge of the statutory curriculum and display confidence in teaching all the subjects across the curriculum.
- Nursery and reception classes sessions are very well organised and provide a wide range of practical experiences and purposeful interaction with adults and other children.
- In KS1 and KS2 classes are well managed and lessons are orderly and well structured.
- A reasonable variety of teaching strategies is used. Most of the work is teacher directed, but there are opportunities for pupils to work independently and take responsibility for their own learning. Collaborative teaching and peer learning situations are becoming more evident and support individualised progress.
- The provision for differentiation is consistent between classes and is nearly always by outcome, except in mathematics and science where setting occurs. Most able pupils are not always challenged to realise their potential, but those requiring individual attention in numeracy and literacy receive very good support.
- The support provided by a range of classroom assistants and a large number of parents is a strong feature of the school.
- Arrangements for assessment, recording and reporting are good overall with some very good features, although the quality of marking and feedback is of variable quality. Initiatives by the school to provide parents with regular information about their child's progress are welcomed and annual written reports are of good quality.
- The school offers pupils a broad and balanced curriculum, covering all aspects of the NC. It is enhanced by a wide range of very good quality extra-curricular activities, including cultural visits to places of interest, field trips, competitive games and participative sporting activities.
- There is a very caring ethos in the school and the provision for support, guidance and pupils' welfare is very good.
- The quality of provision for pupils with SEN is very good and tasks are always matched appropriately to individual learning needs and stages of development. This is a notable feature of the school.

- The school's partnership with parents and community, schools and other institutions and industry is very good. Efforts are made to communicate regularly with parents, some of whom make a valuable contribution to the life of the school.
- Self evaluation and planning for improvement are very good. Additionally the real sense of team work and approach to CPD is a strong feature of the school.
- Resourcing and facilities are well managed.
- The leadership and efficiency of the school are highly effective. The head exercises a very good overview of the school's management and administration and the deputy also undertakes much valuable work; together they form a highly efficient partnership and are very ably supported by a hard working SMT.
- The role of the subject leader is well developed and much progress has been made since the last inspection.
- Daily routines are organised very effectively and the school runs very smoothly.
- The GB is well informed and led very effectively by its chairperson. Overall, the school benefits from strong support from the GB, which has a positive impact on the school's development. The GB and head prioritise expenditure carefully and systematically according to the educational targets identified in the SDP. These targets for improvement are very appropriate to the school's short and medium term needs.
- Staffing, accommodation and learning resources are very good.
- There has been clear evidence of real progress since the last inspection.
- Overall, the school gives very good value for money.

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

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

Standards of achievement overall in the school are around 99% satisfactory or better in the work seen, of which about 45% is good and 9% very good.

- Standards of achievement in the early years are 100% satisfactory or better, of which around 45% is good and 9% very good. Overall, children make good progress in both nursery and reception classes.
- Standards in KS1 are 100% satisfactory or better, of which around 38% is good and 19% very good; in KS2 they are around 99% satisfactory or better, of which around about 37% is good and 4% very good.
- Standards in English overall are good in KS1 and satisfactory in KS2; in KS1 most pupils display good progress in reading, writing, speaking, listening and spelling, whilst in KS2

they show good progress in speaking and listening and satisfactory progress in reading, writing and spelling.

- Standards in mathematics are good in both key stages; pupils have a sound knowledge and understanding across the ATs of the NC.
- Standards in science, music and physical education are good in both key stages.
- Standards in design and technology and in information technology are also good in both key stages; pupils' ICT skills develop well and opportunities to enhance learning are consistently exploited.
- Standards for pupils in EAL are good.
- Standards in Welsh second language and geography are satisfactory in both key stages; standards in art and religious education are good in KS1 and satisfactory in KS2.
- The school's results in NC tests in all three core subjects fall just below local and national norms. However, taking into account the challenges facing many pupils on entry and the diversity of the school population, the results are comparatively very commendable and are continuing to improve.

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

Standards in literacy and numeracy across the curriculum are satisfactory and in ICT they are good.

#### **Good Features**

- Pupils in early years have good opportunities to practise and improve their developing skills of speaking, listening, reading, writing and numeracy in a range of well planned contexts. They show increasing confidence in their use of ICT.
- In KS1 and KS2 pupils use books and other texts competently for research investigation and study as part of their work in different subjects. They read for pleasure and enjoy a range of fiction and non-fiction genres.
- Most pupils develop their numeracy skills in a range of contexts; there are examples of good use of numeracy in some lessons, for example plotting time lines and researching census returns in history, but opportunities are not always fully exploited.
- Relative to their age and ability, pupils with SEN achieve good standards in speaking and listening, reading and writing. Small group withdrawal work develops their confidence and enhances their self-esteem.
- Pupils are learning to adapt their writing styles to address a variety of audiences. Written work in general is well organised and presented.

- Pupils respond positively to opportunities provided to use ICT, in particular the interactive whiteboard, to support their work. Computers are mainly located in classrooms and are used to present information in a variety of forms.
- The Basic Skills Quality Mark was awarded to the school in June 2002.

### **Shortcomings**

- Key skills are not consistently identified in teachers' planning to encourage independent learning strategies and to provide extension opportunities for the more able.
- Pupils lack experience and opportunity to develop their expressive language in a variety of forms, taking into account the needs of their audience.
- Pupils are often insecure with subject specific vocabulary.
- There are no recognised procedures for teachers to record achievement and progress in key skills.

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

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

Overall, pupils' moral, social and cultural development is very good; their spiritual development is satisfactory.

- Collective worship takes place on a regular basis via whole school assemblies. All pupils attend and participate well; they listen with interest.
- Core values and beliefs are expressed clearly throughout all aspects of school life and pupils show a growing ability to reflect on their experiences.
- Relationships are very good and the school values all its pupils and their talents. Teachers and other members of staff provide good role models.
- Personal and social skills are well developed. Pupils are courteous and friendly. They benefit from contact with many visitors from the local community and further field and from frequent visits they make to places of educational interest.
- There are good opportunities for pupils to demonstrate initiative and take on responsibilities, such as through the recently formed school council, the buddy scheme and the monitor system. Initiatives, where older pupils support and mentor younger pupils in a lunch time reading club, are further examples of the opportunities given to older pupils to be responsible.
- The Cwricwlwm Cymreig is addressed through some subjects but the visual profile of Welsh is limited. Events, such as the Riverside cultural festival, the Eisteddfod and the Welsh folk dancing club, supplement this aspect. Multicultural education is very well developed throughout the NC and in the school generally. The presence of bilingual text

in reading material and displays supports this aspect. Clubs, such as the Indo Cymry percussion band and Indian drumming, are valuable cultural dimensions the school offers its pupils.

- Links with many institutions, both in the local community and beyond, add value to pupils' respect for their own and other cultures, such as the visits of many international educational groups to the school. Concern for the promotion of racial equality is paramount in the life and work of the school.
- Opportunities for spiritual reflection, particularly in some assemblies, are more limited, due to the emphasis on the moral, social and cultural dimensions of pupils' lives.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour in all areas of the school and their attitudes to learning are very good.

- The school has very good strategies for behaviour management. Good records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- Pupils show interest in their work and a growing ability to maintain concentration. As part of the merit system, staff reward them with stickers and certificates for hard work, helpfulness and good behaviour and attitudes. Achievements in each class are also recognised at a weekly assembly. Both pupils and their parents value these schemes and the positive attitudes are beginning to impact on standards and certainly support the quality of life in the school.
- Pupils have very good relationships with each other and with all members of staff. They are very courteous and self-confident when talking to visiting adults.
- As part of the monitor system, older pupils are able to take on appropriate responsibilities, such as helping in assemblies and passageways, with litter control, and in the school tuck shop, including the handling of money. They also support younger children in an effective buddy system and monitor classes during wet playtimes.
- Two junior pupils from each class are elected as representatives on the recently formed school council, which meets twice termly. With adult supervision only, pupils discuss relevant matters such as development of the playground and other possible school improvements, which can then be referred to the headteacher as appropriate.
- One boy has been permanently and another one temporarily excluded in the past twelve months; governors and parents were properly informed.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

## **4.3 Attendance**

Attendance levels are satisfactory.

- Attendance averaged 91.0% during the previous term. This figure represents a slight improvement in levels achieved during 2002, but is a significant increase since the last inspection. This results from the school's concerted efforts in recent years to improve attendance.
- Although over the past year unauthorised absence, at 1.5%, remains higher than the Welsh average, this figure has recently reduced significantly, mainly because the school now operates good procedures for following up any unexplained absence with parents.
- The attendance of children of non-statutory school age in the nursery is now above 90%, having previously been consistently below that figure.
- The EWO gives very good support and visits the school fortnightly or more frequently if necessary.
- The school encourages good attendance and punctuality by rewarding classes weekly. Certificates are also awarded to pupils with improved attendance in each term, and the best Y6 attendee during KS2 is presented with a shield at the annual presentation evening.
- Pupils' punctuality at the start of the school day is generally good, though a small minority of pupils was seen to arrive several minutes late during the inspection.
- The school's registration procedures comply with the requirements of Circular 3/99.

## 5. QUALITY OF EDUCATION

### 5.1 Teaching

The quality of teaching overall in the lessons observed is around 99% satisfactory or better, of which about 53% is good and 17% very good.

- Teaching in early years is consistently good with some very good features. In both key stages teaching is generally good and sometimes it is very good. There is clear evidence of good practice across the whole school and very good practice in KS1 and KS2.
- Nursery and reception classes sessions are very well organised and provide a very good range of structured play experiences and purposeful interaction with adults and other children. Lessons provide pace and focus with regard to the six areas of learning.
- Teachers prepare lessons well and ensure that appropriate learning materials and resources are ready and available for pupils. Learning objectives are usually clearly specified both orally and in writing. Additionally, they are displayed prominently in the classroom on a daily basis and form an important focus for whole class evaluation. Where class discussion occurs at the end of lessons, it is valuable in enabling pupils to evaluate their progress and reinforce understanding.
- In the best teaching a wide variety of teaching strategies is demonstrated. A large proportion of the work is teacher directed, but there are opportunities for pupils to work

independently and take responsibility for their own learning. This has progressed since the last inspection, however, this approach is still inconsistent across the school and opportunities are missed to enable pupils' work to be more appropriately matched to their abilities, particularly in relation to challenging the most able.

- In the best teaching, the style is dynamic with the teacher's enthusiasm being passed on to their pupils.
- Lessons are well structured and usually proceed at a steady pace. However, facilitative teaching styles are not always developed effectively. Instructions and directions are clearly given on the whole.
- Lessons overall are generally well managed and in the main attention is given to differentiation by outcome.
- In mathematics and science differentiation is accomplished by setting according to ability and reviewed appropriately.
- Teachers know their pupils very well and provide appropriate verbal praise and encouragement. They monitor progress adequately during lessons but do not always provide quality diagnostic written feedback.
- Teachers have a sound knowledge of the statutory curriculum. They attend many relevant INSET courses and some design and deliver these to their colleagues, both in school and in local school clusters. As a result, support via curriculum leadership is well developed in all NC subjects.
- Class support assistants, EAL specialist support teachers, bilingual assistants, peripatetic music teachers and a large number of parents all provide a very valuable contribution to the promotion of pupils' learning. This is another strong feature of the school.

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

Arrangements for assessment, recording and reporting are good with some very good features in the early years.

- The achievements of children in the early years are very carefully assessed using a baseline profile. Full and useful records are kept.
- The school has a carefully constructed policy for assessment, recording and reporting; it is clearly understood by all staff and serves to inform planning and to set targets.
- Assessment procedures are systematic with regular testing in the core subjects; the school fully complies with statutory requirements.
- Computer generated pupil tracking systems were introduced in June 2002 and these are proving to be both manageable and useful in demonstrating pupils' achievements.
- Pupils with SEN are systematically assessed using a range of tests and staff keep detailed records in order to monitor and review progress.

- The school assessment co-ordinator has produced a detailed analysis of core quantitative assessments to predict outcomes and to reflect trends, with specific reference to gender and ethnic groupings. This data is highly informative and used to shape planning and delivery of the curriculum, in order to drive up standards.
- Arrangements for assessment in the foundation subjects are less formally developed; however, subject co-ordinators undertake a cycle of monitoring, evaluation and review in their subject areas.
- When pupils join the school during the course of the academic year, appropriate consideration is given to their assimilation and assessment.
- The process of moderating pupils' work is well developed in the core subjects and samples of work are retained to show continuity and progression. All teachers keep an evidence file.
- Subject portfolios of exemplar work are being developed in Foundation subjects, which are proving useful to standardise assessment.
- Teachers mark work regularly, but comments are of variable quality and do not always inform pupils how to make progress.
- Parents receive an annual report in the summer term, which provides information on their child's efforts, attainment and attitude. The report also provides guidance about steps needed to improve. There are two parental consultation meetings per year and arrangements are made to ensure there is bilingual support if this is required. In addition, parents feel able to approach school for informal discussion.

### **5.3 Curriculum**

The curriculum is broad, balanced and relevant and meets statutory requirements.

- The curriculum for the early years is based on the Desirable Outcomes for Children's Learning. The quality is good and pupils are suitably prepared for their future learning experiences.
- The curriculum in KS1 and KS2 is generally very well structured. However, the delivery of foundation subjects in blocks does not always facilitate continuity and progression in pupils learning.
- Policies are in place for all subjects and are of very good quality. Schemes of work are also in place and they have all been updated in line with Curriculum 2000 and recent legislation. They provide very good support for staff. The school has developed effective systems for on-going subject review and this is beginning to contribute to raising standards and school effectiveness.
- Short term planning throughout the school is consistent and effective. Long term planning ensures coverage of the subjects.

- A new ICT network and support structures enhance the overall curriculum provision and provide both teachers and pupils with many opportunities to extend their overall knowledge and skills.
- The school has recently constructed a useful system for monitoring the delivery of key skills. However, planning for progression in these key skills is not yet in place.
- The curriculum is enhanced by a wide range of fieldwork and visits to places of interest in each key stage, as well as by purposeful links in several subjects with the main receiving secondary school and other primary schools in the cluster group.
- The local environment is well used and older pupils are afforded the opportunity to experience residential courses. Additionally, many visitors share their professional expertise with pupils, which impacts positively on their learning.
- A homework policy is in place and is consistently applied across the school.
- The school provides an extensive range of extra-curricular activities and clubs, both at lunchtime and after school, which are designed to cater for pupils of all abilities. They include various academic, cultural and sporting activities. Sessions are well supported by pupils, staff and some parents.
- The school was awarded the Quality in Study Support (QISS) award in July 2002.
- Curriculum time meets government guidelines in both key stages.

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

Provision for support, guidance and pupil welfare is very good.

- There are policies in place for all aspects of pupil welfare and these are well embedded in the day-to-day practices of the school.
- The support for pupils learning EAL is thorough and effective.
- Pupils with SEN are very well supported, as are two partially sighted pupils by carers and specialist teachers.
- There is a full PSE scheme of work in line with ACCAC guidance, which has had a good effect on pupil welfare, such as the healthy eating programme and the road safety programme.
- The impact of visits and visitors is very beneficial on pupil welfare, allowing pupils to gain a fuller understanding of themselves and others.
- Breakfast club and after school clubs offer valuable provision for pupils.
- There is a parent's room where parents can attend English language and writing classes with their children in Y1.

## **5.5 Provision for Pupils with SEN**

The provision for pupils with SEN is very good and is a notable feature of the school.

- Pupils with SEN make good progress according to their abilities.
- The school gives high status to SEN and the resulting arrangements ensure that pupils with a range of SEN have equal access to the curriculum.
- The SEN policy has been updated in line with the revised CoP and the intentions enshrined in the BEST programme. The school conforms to statutory requirements and relevant documentation is precise and informative.
- The policy and practices within the school reflect both the commitment and the responsibility the school recognises to pupils with SEN.
- Emphasis is placed on early identification followed by swift intervention; great care is taken to ensure that pupils' learning difficulties are not masked by their developing language skills.
- There are three support teachers, one of whom is the SENCO employed as a 0.3 teacher and two others, 0.5 and 0.8; the former together with the SENCO working in EY and KS1 and the latter working with withdrawal groups in KS2. In addition pupils receive in class support from teachers' aides.
- All teachers work collaboratively to good effect; class teachers liaise with support staff to plan and review targets. IEPs are clear and focused and teachers plan differentiated activities accordingly. Pupils are aware of their individual targets and are involved in review procedures.
- The SENCO works in partnership with parents to keep them actively informed and provides detail of steps they can take to support and promote their children's learning opportunities. Information is provided in attractive and clear formats.
- Arrangements for withdrawal are skilfully planned and ensure pupils' access to the mainstream curriculum is not disadvantaged. Pupils enjoy these sessions and benefit from the good rapport and broad range of stimulating resources the teachers provide in their delivery.
- The SENCO provides professional guidance to colleagues, but staff also take the opportunity to attend INSET courses on various aspects of SEN.
- The SEN governor is a member of the staff and plays an active role in the development and promotion of school policy.
- The school participates in LEA initiatives to raise literacy levels amongst pupils with SEN in KS1.
- The school works closely with PSS and a range of external professionals provide very good support to ensure inclusion.

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

The school has a very good partnership with parents and organisations in the local community, as well as with schools and other institutions.

- About one quarter of parents completed the pre-inspection questionnaire, and a very large majority of their responses expressed support for the school. These views were confirmed by the pre-inspection meeting and further brief discussions with parents during the inspection.
- The information provided to parents through useful handbooks, monthly newsletters, reports and meetings is of very good quality. The school prospectus package now contains all the information statutorily required, but the governors' annual report to parents is incomplete in this respect. All parents have responded to the home/school agreement.
- An active friends association organises events, which raise significant funds to help the school. Recent donations have enabled the provision of additional equipment. Six parents and two people from the Retired and Senior Volunteer Programme regularly help in class and support pupils' reading. A parent and a teacher help older pupils to run the fruit tuck shop.
- About eight parents of Y1 pupils attend a weekly writers' workshop with their children and a similar number of other parents attend the two-hour long English language classes three times each week.
- Pupils regularly visit local places of worship representing the main world religions to support the curriculum.
- There are very good links with the LEA generally, but particularly with the EWO and the EMAS. Local medical services also give good support with the school nurse coming several times each term to monitor pupils' general health and to encourage healthy eating. The community police and the police youth liaison team regularly talk to pupils about matters concerning their personal safety as part of the PSE programme. Pupils attend the Crucial Crew courses organised by the police to raise their awareness of crime and their own responsibility to the community.
- The Cardiff Road Safety Group, who visit the school termly, advise pupils about safety on the roads, including a special kerb-craft programme for infants. The school participates in the annual county road safety quiz.
- There is a good partnership with the comprehensive school, which shares many of their facilities and resources with the primary school; Y6 pupils attend these taster days and social events. Teachers exchange visits and good quality curricular information to ensure that the subsequent transfer of pupils to secondary education is as smooth as possible. Some of the comprehensive school students come to Kitchener as part of their work

experience. There are effective links with local colleges and universities, whose students come to the school as part of their training.

- Pupils entertain local senior citizens and give them gifts at harvest festival time.

## **5.7 Partnership with Industry**

The school has a very good partnership with local companies, which gives pupils wide opportunities to learn about the world of work around them.

- The school has appointed a teacher as industrial co-ordinator to promote links with local businesses. She has developed a comprehensive and effective industry programme.
- About forty nearby shops and businesses support the school through the donation of money and/or materials. These include financial help from a local flooring manufacturer. A car breakdown and insurance company and a national restaurant chain have both recently sponsored the school team's sports kit.
- Every class visits a local company at least once each term in support of the curriculum. Several local superstores have supported the design and technology curriculum and the Riverside Market Association has sponsored the school's healthy eating programme through the provision of vouchers, food and water. Pupils have also visited a plastics factory, a restaurant, the Millennium Stadium, a post office, a pottery and local farms. Y5 pupils have a link with RAF St Athan as part of a rocket project. These visits provide pupils with valuable experiences of a wide range of working environments.
- Many representatives from local companies and agencies have come to the school to talk to pupils about their jobs, as part of the 'people who help us' programme. Recent visitors have included a policeman, a doctor, a nurse, a bus inspector, a fireman, an engineer, an archaeologist and a maker of musical instruments. BBC Wales employees have worked with pupils over a six-week period to produce a drama project.
- The local EBP office has recently sponsored the attendance of two teachers at business courses to enhance their subject teaching skills. In addition, the industry co-ordinator, as a member of a local working group, regularly visits local companies to investigate additional ways in which the curriculum can be effectively supported.

## **6. MANAGEMENT**

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

Self-evaluation and planning for improvement are very good.

- The school uses a range of procedures to evaluate standards achieved and the quality of provision. The use of assessment data to identify set measurable targets for further improvement is at a mature stage and is impacting positively on teaching and learning.

- Current priorities for development are clearly identified and agreed and are appropriate to the immediate and medium term needs of the school. Governors are totally involved in shaping the school's aims, achievements and educational provision.
- Staff, SMT and GB meetings are all minuted and action points are clearly agreed and discussed with respect to resource implications.
- Self-evaluation is very evident and highly constructive evaluative reports are regularly presented to the GB and staff by the head.
- A very good staff development programme has been constructed for all staff and GB members, operating under a mission of 'learning to learn', and this is a strong feature of the school, enabling it to reach its full potential in both academic and community contexts. These policies and procedures, without doubt, contribute to a real sense of teamship in the school and are fundamental to the school's improvement within such difficult circumstances.
- INSET is regarded by all staff as a key element of the school's and their own development and it is another notable feature. A number of staff have gained GTCW research bursaries to develop aspects of the school and their own skills. They also organise valuable internal training days for colleagues. It is noticeable that all INSET is fully evaluated and best practice examples are shared by staff.
- The SDP is a very good working document, which serves as a clear foundation for further achievement in the short and medium term. It identifies the school's immediate and longer term priorities and gives appropriate attention to timescales, the monitoring of targets and evaluating degrees of success.
- Staff and governors work closely together, in order to effect improvements in the quality of the educational provision, to raise standards of pupils' achievements and to enhance the quality of the learning environment.

## **6.2 Leadership and Efficiency**

The leadership and efficiency of the headteacher and SMT are highly effective.

- The head and deputy head act as lead professionals for colleagues.
- The head, SMT and GB have developed a clear vision of the educational needs and priorities of the school and exercise an appropriate overview of its management and administration. There is a clear team approach to management, very ably led by the head. She has carried out a detailed monitoring of standards, teaching and the curriculum and has brought about substantial changes that are impacting positively to support school improvement.
- Much valuable work is also done by the deputy who, along with a number of senior colleagues, forms the SMT. Together they have a positive impact on the school, not least in creating a very good team ethos amongst all the teachers and the many support staff.

- The SMT has a clearly defined role, which sees as its main priority the overseeing and monitoring of standards across the curriculum. Other teachers are brought in to aid decision making as appropriate. The SMT provides exemplary leadership to the staff and has developed a management approach, which allows other staff opportunities to develop their managerial skills. This is building and enhancing continuity in decision making and school leadership that will serve to benefit the school in the long term.
- The role of the subject leader is well developed and all teachers have a very good overview of the NC. They also have a very good understanding of their subject's development across the school, in order to monitor and evaluate the curriculum effectively.
- The GB is proactive and well informed and has a positive impact on the school's progress and development. The work of the chairperson is to be commended for his efforts to provide and create a blend of skills and talent that serves the school well.
- The school secretaries provide exemplary support to the head and SMT, as well as giving additional assistance to the staff and GB.
- Daily routines operate efficiently and the school runs very smoothly.
- The budget is well managed and controlled and its priorities are identified through the SDP; expenditure is carefully monitored and evaluated.
- The school complies with nearly all statutory requirements and takes good account of all government guidelines.
- The school gives very good value for money.

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

Staffing, accommodation and learning resources are very good.

- All teaching staff are suitably qualified and experienced. Initial qualifications are mainly in language and humanities. However, INSET is ensuring the development of expertise in other areas and is having a positive influence on standards.
- All staff have appropriate job descriptions. There are effective mentoring procedures for NQTs and student teachers.
- A staff appraisal and performance management system has been introduced and is working very effectively to develop teaching skills and ultimately to raise standards further.
- Deployment of the numerous support teachers, nursery assistants, bilingual assistants and teachers' aides is organised most effectively. Good use is made of all support staff, and this form of collaborative teaching promotes pupils' learning and helps to raise standards.

- The school is well served by clerical staff, and many parents give effective help with classroom activities and school outings. Standards of caretaking and cleanliness within the school are high and canteen staff and mid-day supervisors are caring and efficient.
- The buildings are of good quality, with sufficient space for the current number of pupils in the two blocks. Effective use is made of accommodation in the infant and junior blocks. Very good use is made by reception and Y1 teachers of the adjoining areas between classrooms for creative work and group activities.
- Markings on the school yard are well used by pupils and the numerous plants help to make the playground attractive. However, the junior school environmental area is in a poor state.
- The main playground between the infant and junior blocks is used as a thoroughfare at certain times of the day, but this does not appear to cause problems to the school. An effective security system is in place in both buildings.
- The school does not have a playing field, but good use is made of the facilities of the local comprehensive school.
- Attractive displays of work enhance the appearance of the school and are used effectively as aids to pupils' learning.
- Learning resources are generally very good, with sufficient materials to meet the demands of the curriculum. Their accessibility is good, with most resources being stored in classrooms. They are used effectively and frequently to support learning.
- ICT resourcing carefully supports learning and teaching in all subjects, especially SEN. The installation of an interactive whiteboard in Y6 has promoted collaborative learning.
- The friends association raises funds to provide the school with some learning resources.

## 7. SUBJECTS AND AREAS OF LEARNING

### **Standards achieved by pupils**

#### **Provision for the under-fives**

The educational provision for the under-fives, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

In the nursery standards are good in all six areas of learning.

In the reception classes standards are very good in language, literacy and communication skills, personal and social development, knowledge and understanding of the world, and creative development. They are good in mathematical development and physical development.

## **Nursery**

### **Language, literacy and communication skills**

#### **Good Features**

Children listen attentively and follow simple instructions which require a non-verbal response accurately. They participate enthusiastically in songs and rhymes and show a lively interest in stories. The vast majority who do not speak English as a first language master simple words and phrases within a short period of time and begin to use them independently, with increasing confidence, to express their needs and feelings. All recognise their own names and can read some labels in the classroom.

### **Personal and social development**

#### **Good Features**

Children work and play well together, sharing resources and taking turns patiently. They are polite and relate well to adults, showing good self-control and a good degree of independence. They know the difference between right and wrong and succeed in concentrating for short periods. They respond well to classroom routines, such as hanging up role-playing costumes tidily at the end of the session.

### **Mathematical development**

#### **Good Features**

Most of the children in the nursery count to five confidently and a small number distribute objects accurately according to colour and shape. They all sing number rhymes with enthusiasm and re-create patterns effectively. A few use mathematical language, such as big and small, appropriately and most of them know that money is used in the class shop.

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

#### **Good Features**

Children talk about the weather effectively and have a good understanding of the order and characteristics of the four seasons. They know the names of colours in English and Welsh and can distinguish between old and new objects. They discuss enthusiastically how they plant potatoes in the garden and display great interest in living creatures, such as caterpillars and ladybirds. In the sensory corner they experiment with torches and use several words associated with light appropriately.

### **Physical development**

#### **Good Features**

Children handle small equipment, such as paintbrushes, jigsaws and scissors effectively and safely. They display good control and use space sensibly as they play with the large toys; they show good co-ordination for their age.

## **Creative development**

### **Good Features**

Children work happily with different media to create lively paintings, collages and models. They role play enthusiastically, for example when re-enacting the story of the Three Bears. They respond in a lively way to music and sing simple songs well. They clap rhythmic patterns accurately and use untuned percussion instruments successfully to make loud and soft sounds.

## **Reception**

### **Language, literary and communication skills**

#### **Good Features**

Children listen carefully and speak with increasing confidence as they respond to questions and role play. They follow instructions well. They have very good phonic knowledge and blend sounds well. They handle books correctly and have a good awareness of the purpose of print. They form letters correctly and most of them build words successfully. A small minority write good simple sentences with the minimum of guidance and most children over-write successfully.

## **Personal and social development**

### **Good Features**

Children form good relationships with their peers and show respect and sensitivity towards others. They display a high degree of independence and take turns and share resources willingly. They co-operate very well with adults and are aware of the need for personal hygiene. They understand clearly what is expected of them in terms of classroom behaviour and have a good awareness of different languages, cultures and customs.

## **Mathematical development**

### **Good Features**

Children in both reception classes count confidently to ten and many match number and symbol easily. They can sort objects successfully into sets. They understand the differences between two and three dimensional shapes and recognise various coins. Their awareness of time is good and many know the order of events in the school day. Their measuring and weighing skills are good and they display appropriate understanding of volume and capacity, as they describe whether a container is full, half-full or empty.

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

### **Good Features**

Reception children understand the concept of today and long ago. They talk confidently about farm implements and cooking utensils of times gone by seen on their visit to the Museum of Welsh Life. They exhibit simple mapping skills and record the weather successfully. They understand that plants need light and water to grow and can discuss the life cycle of the frog with knowledge and understanding. They know the names of many farm animals and, as a result of their visit to the park, have a very good awareness of forces such as pulling and pushing.

## **Physical development**

### **Good Features**

Children have a good awareness of body parts and display effective control over their bodies when moving on the playground. They pedal, run and jump energetically. In class they use small equipment safely and independently with good control and dress and undress in an organised way.

## **Creative development**

### **Good Features**

Children mix paints confidently and produce exciting work in various media. Their paintings of buses show the influence of work seen in an art gallery on their technique. Their self-portraits display keen observational skills. They weave materials imaginatively and talk freely about their feelings, as they handle objects in the Dark Room. In their role play they convey emotions well, for example when performing an animal puppet show. When singing, they display a good sense of rhythm.

## **English**

Standards overall are good in KS1 and satisfactory in KS2. The majority of pupils learn English as an Additional Language and many enter the school with little or no knowledge of English. In both key stages the achievement of these pupils is good against their ability and stage of development in the language.

EMAS and class teachers focus effectively on language development in many English sessions and pupils gain new words to extend their knowledge and understanding of the English language.

### **Good Features**

- Standards in listening are generally good in both key stages. Pupils show ability throughout the school to listen to each other and to other people.

- Pupils in both key stages speak well in pairs and in small group situations. Drama scripts and role-play are a strong aspect of in the school's language policy for all pupils, which have a beneficial effect on standards.
- In reading standards are good in KS1 and satisfactory in KS2. There are recently acquired resources, which are beginning to impact well on standards. This is especially noticeable in KS1.
- Reading of non-fiction across the curriculum is good in both key stages.
- Throughout the school many pupils show enthusiasm for reading and initiatives, such as the story sacks in KS1 and the buddy reading club at KS2, are having a further good impact in encouraging pupils to enjoy reading.
- Pupils respond well to a range of good quality 'big books', used in the literacy session. These act as an effective stimulus for writing and as a basis for furthering pupils' knowledge about language.
- In KS1 pupils read using a variety of reading strategies, such as phonetic and semantic cueing, often self-correcting effectively. In KS2 they can discuss the books they are reading and, to a lesser degree, express preferences for authors and genres.
- The use of book making is a strong feature of the writing undertaken by pupils throughout the school.
- In both key stages writing in cross-curricular work impacts well on standards, for example in geography, science and history. Writing frames to support pupils' work result in good outcomes of structured factual writing.
- Individual pupil targets for improvement in writing are a good feature of teaching, which impacts well on pupil performance.

### **Shortcomings**

- Many pupils are inaudible or hesitant speakers in a large group situation and in more formal settings.
- Pupils do not often revise or redraft their work, in order to improve layout, presentation and spelling.
- Pupils at the end of KS2 do not read and write sufficiently often or use ICT, in order to develop further their higher order reading skills and their stylistic range in writing.
- The most able pupils' knowledge of grammar and linguistic terminology is insufficiently developed in KS2.

## **EAL**

### **Good Features**

- The progress of the majority of bilingual pupils in English is good. Assessment of EAL is effective in ensuring this achievement.
- The teaching of bilingual pupils is very good. There is a strong, experienced team of EMAS teachers who are linked to year groups. They plan with the class teachers and often team teach, mainly supporting EAL pupils within the classroom. This collaborative planning and delivery impacts very well on standards, such as the recent targeting of language support in science in KS2.
- EMAS teachers liaise well with the SEN teachers in the school to secure progress for those pupils who have learning difficulties.
- The bilingual assistants also contribute very well to EAL pupil progress by forming links between the home and school language in many cases, by translating letters and school teaching materials and by being present at parents' evenings and other events.

## **Mathematics**

Standards are good in both key stages.

### **Good Features**

- In KS1 pupils work quickly when doing mental work, displaying a very good knowledge of number bonds. They explain their strategies effectively as they complete addition and subtraction activities.
- The vast majority of KS1 pupils recognise numbers to a hundred and have secure knowledge of simple multiplication tables. They count forwards and backwards accurately and have a sound grasp of the concept of odd and even numbers. Their awareness of place value in tens and units is good and in Y2 the most able pupils solve simple problems well. Most can sort objects according to colour, size and shape confidently.
- KS1 pupils understand the function of money, recognise various coins and deal with pounds and pence effectively. They also have a good knowledge of two and three dimensional shapes and most can identify and name their properties correctly.
- Pupils in KS1 are familiar with non-standard and standard measures and predict outcomes with considerable accuracy. In Y1 they use appropriate terms, such as longest and shortest, when measuring, and in Y2 they convey similar information with reference to standard units. They show a good understanding of area when counting squares and the great majority begin to tell the time accurately in units of hours and half hours.
- Pupils in KS1 handle data accurately using block graphs to record results. They interpret this work effectively, showing a clear understanding of concepts.

- In KS2 the substantial majority of pupils have a sound understanding of the four rules of number. In Y3 and Y4 their understanding of place value is good and they can identify accurately the value of a digit in a number. The majority of pupils memorise fluently some multiplication tables and answer rapidly when solving mental problems.
- Y5 and Y6 pupils deploy a suitable range of strategies for handling numbers and give rapid responses to mental tasks. On the whole, they have a good understanding of place value and square numbers and tackle number problems confidently.
- Pupils at the lower end of KS2 have a good understanding of fractions. Older ones have sound knowledge of the relationship between decimals, fractions and percentages, with most estimating accurately and rationally.
- KS2 pupils' understanding of two and three dimensional shapes is good. In Y3 and Y4 they recognise lines of symmetry and in Y5 and Y6 they have a good understanding of rotational symmetry. Older ones know how to discover the area and perimeter of shapes and their knowledge of angles is good.
- Throughout KS2 pupils solve problems in an orderly way by collecting, organising, representing and interpreting data successfully. The computer is used appropriately to create tables and block and line graphs. The investigative skills of Y5 pupils are very good as they test hypotheses and find patterns in their findings.
- Presentation of work across the school is good.

## **Science**

Standards are good in both key stages.

### **Good Features**

- KS1 pupils undertake investigations confidently, making simple predictions, observing closely and drawing sensible conclusions. They have a good understanding of the meaning of a fair test. They communicate their findings effectively through discussing their work and record experiments accurately using pictures, block graphs and text.
- In KS1 pupils have good knowledge of the external parts of the human body and know that human beings need food and water to stay alive. They discuss confidently differences between living creatures and things that are not alive; they have a sound understanding of the importance of healthy eating and cleanliness. They have a good knowledge of the life cycle of plants and understand fully that plants need light and water to thrive.
- KS1 pupils recall aspects of their work on materials, displaying good understanding of concepts, such as differences between solids and liquids. They sort materials successfully into groups and describe accurately changes that take place when some materials are heated or cooled.
- KS1 pupils know that many everyday appliances use electricity, that pushing and pulling are examples of forces and that light comes from a variety of sources. They discuss these physical processes with understanding.

- KS2 pupils carry out investigations satisfactorily. Most pupils recognise the need for fair tests and can identify variables within investigations. They predict outcomes satisfactorily and present their observations and measurements clearly, using tables and bar charts. ICT is used effectively where appropriate.
- Pupils in one Y5 class display good research skills as they study flowering plants. They identify parts of a flower and discuss pollination and seed production with understanding. They record observations systematically and accurately.
- At the lower end of KS2 pupils have a good knowledge of organs of the human body and the functions of the skeleton. They investigate satisfactorily the effect of water on the growth of plants. Older ones appreciate the changes that occur in the body during exercise and describe effectively how living things adapt to habitats.
- Y3 and Y4 pupils have sound knowledge of the properties of many materials. They discuss the suitability and unsuitability of materials for specific purposes with understanding, and can identify correctly some contexts in which changes in materials take place. They have good knowledge of the water cycle and describe successfully how water is filtered.
- Y5 and Y6 pupils construct electrical circuits effectively and know that some materials are better electrical conductors than others.
- Pupils at the lower end of KS2 have a good understanding of forces that can make things speed up, slow down or change direction. They have sound knowledge of the relative positions of the planets in the solar system. Detailed work by older pupils on light displays good understanding of the order of the universe and how day and night occur.

### **Welsh second language**

Standards are satisfactory in both key stages.

#### **Good Features**

- Pupils often speak with natural pronunciation in both key stages.
- Pupils show enthusiasm for singing in Welsh, especially in the early years and KS1.
- The use of questions and answers based on a questionnaire between pairs of pupils, is an effective strategy for developing speaking, listening, reading and writing in Welsh second language.
- The scheme of work for Welsh second language and good resources for teaching language patterns contribute well to standards.
- Visits to St Fagans and work on history help pupils to understand about the culture and history of the Welsh language and contribute well to standards.

- In the early years and KS1 there are good examples of book making such as the Ffrindiau Gorau book at the end of KS1.

### **Shortcomings**

- The development of writing in Welsh is mainly limited to single sentences arising from a previously rehearsed oral activity. The volume of writing is limited.
- In upper KS2 pupils do not show a wider vocabulary and more varied use of sentence structure in speaking, reading and writing that might be expected for this age range.
- Few pupils in KS1 read simple Welsh stories or picture books independently for pleasure.

### **Design and technology**

Standards are good in both key stages.

#### **Good Features**

- From the beginning of KS1 pupils understand the need to plan out a product for a specific purpose. They work with a limited range of tools and materials to make simple products.
- In Y1 pupils successfully design and make party biscuits and also create colourful patchworks and innovative musical instruments. In Y2 they design two dimensional puppets and build picture frames.
- In Y3 pupils carry out interesting cross-curricular work, when creating electrical mathematical games, and this concern for creativity in design is carried into Y4 when they visit a city pizza store, in order to design packaging for their own pizzas. In Y4, they also design and build moving toys with simple motors.
- In Y5 three dimensional design work is continued as pupils construct Tudor homes and shelters, using their knowledge of Tudor architecture gained from their History project where they visit Sutton Manor and similar houses at St Fagans.
- Pupils' design skills are considerably extended in Y5 and Y6 when they engage in projects that see them creating fairground games, bread and actual stalls for the school fete. The most memorable work for pupils, which also shows design and build of good quality, is the rocket project which culminated in pupils launching their designs at RAF St Athan with the help of RAF technicians and officers from Careers Wales.
- Visits are a notable feature of the design curriculum in KS2 and clearly help fuel pupils' interest and imagination and provide a springboard for creative work.
- Pupils in both key stages have adequate experiences of cutting, shaping, joining and assembling. In KS2 the opportunities to work on large scale projects stretches skills and understanding. By Y6 they have extended their design and technology knowledge and understanding, considerably developed their designing skills and begun to refine their making skills.

- Good attention is given to safety in the subject throughout the school.

### **Shortcomings**

- There are no major shortcomings, but in KS1 pupils' investigation and evaluation skills could be extended via a greater number of design and technology tasks.

### **Information technology**

Standards are good in both key stages.

#### **Good Features**

- All pupils in KS1 quickly become familiar with ICT hardware and software and are confident in using computers. They demonstrate good control of the mouse and with using the keyboard. They word process and operate a range of programmes.
- Pupils in KS1 save work with support and know how to log off and shut down a computer properly. They also use Primary Paint packages to begin drawing and have a clear knowledge of computer icons that help facilitate their computer work. By the end of KS1 they use ICT to develop their ideas in a number of NC subjects.
- In KS2 nearly all pupils are confident in using word processing techniques across a range of subjects, particularly in science, geography, design and technology and art. They are able to save, retrieve, edit and print their own work and they become discerning in their use of ICT, selecting information, sources and media appropriate to their work.
- Many pupils in KS2 undertake successful redrafting of their work and they are confident in altering font styles and sizes.
- More competent pupils in Y5/Y6 use alignment tools and spell checkers, along with clip art and multimedia authoring, to produce a variety of documents. In Y6 they show confident use of graphics packages and the internet in order to produce collages and other artwork.
- Pupils from Y3 to Y6 are able to access the school intranet and internet and send e-mails to each other; this activity is suitably controlled by staff. A very helpful policy and guide to parents on this type of internet activity has recently been compiled.
- A Y6 ICT club and a school website are under development.

### **History**

Standard are satisfactory in both key stages.

#### **Good Features**

- In KS1 pupils develop a sense of time and order in which events occur. They can identify some of the differences between their lives and others in their families and consequence simple events.

- KS1 pupils learn about the past through stories, visits, photographs, memorabilia and handling artefacts.
- In KS2 pupils follow a four year cycle of topics covering life in early Wales and Britain, the Ancient Egyptians, the Tudors and the Victorians encapsulating the growth of Cardiff and the history of the school. In addition, they undertake a World War II project, which develops their awareness of the passage of time and its impact on peoples lives.
- Studies in KS2 are well supported by a programme of visits to the National Museum of Wales, the Roman Legionary Museum at Caerleon, Sutton Manor, Tredegar House in Newport, the Rhondda Heritage Park and the National Museum of Welsh Life at St.Fagan's. These visits endeavour to give insight and empathy into the character of the locality in the past and pupils describe their outings with enthusiasm.
- Visitors to the school and volunteers from the RSVP project further enhance pupils' learning through planned discussions.
- Pupils access evidence from a broad base and learn to distinguish between primary and secondary sources by the end of KS2.
- Some older KS2 pupils present their knowledge effectively using a variety of formats, such as narrative writing, letters, posters, graphs and charts.

### **Shortcomings**

- Some pupils are unable to move beyond a basic understanding of the historical evidence they encounter.
- Pupils' written work is variable in quality and discussion with pupils reflects an insecure knowledge and grasp of accurate terminology.

### **Geography**

Standards are satisfactory in both key stages.

### **Good Features**

- Most pupils in KS1 are aware of the locality of Riverside and can talk about the features of their area in class photographs of their walks provide invaluable resources to support and extend class discussion. Some understand that Riverside is in the city of Cardiff, which is the capital of Wales.
- Pupils in KS1 know how to recognise ways in which the environment can be improved and sustained.
- By the end of KS1 some pupils can draw simple plans and maps of Riverside and make observations about the physical and human features of the locality. They are aware of the jobs and services that support the local community.

- In KS2 pupils begin to understand that Wales forms part of the United Kingdom and progress to study an economically less developed country. They accumulate much information on Chembakolli, in India its location, climate, land use and the way of life of the people. They make comparisons between Wales and India.
- Pupils in KS2 demonstrate awareness of sustainable development; they understand the importance of recycling and the need for waste paper and bottle banks.
- Pupils in KS2 are aware of alternative forms of energy through visits to the National Museum of Welsh Life at St. Fagan's.
- Pupils in KS2 can present material using applied software.

### **Shortcomings**

- Some pupils have limited recall and understanding of subject terminology appropriate for their age and ability.
- Pupils do not undertake enough independent investigative work in order to further their own geographical skills and understanding.

### **Art**

Standards are good in KS1 and satisfactory in KS2.

### **Good Features**

- All pupils enjoy a wide variety of creative experiences including painting, drawing, printing, collage, mosaics, modelling and making three-dimensional models.
- Evidence from sketchbooks, pupil portfolios and displays in class and around the school reflect that pupils work satisfactorily with a suitable range of media and materials.
- Pupils gain stimulation from visits in and around Cardiff and can produce pleasing observational images and objects.
- KS1 pupils work with rigour and can talk about texture, materials and processes using appropriate language. They achieve exciting results.
- Pupils in KS2 have a good appreciation of the work of many established international and local artists; they can discuss, for example, the work of Van Gogh, William Morris and Ceri Richards.
- A diverse subject portfolio has been compiled to support and stimulate planning and assessment.
- Pupils enjoy and relate their work to other areas of the curriculum, especially patterns in Victorian wallpaper and fabrics, head dresses worn by Amazonian natives and Celtic crosses.

- Pupils work collaboratively to produce robust large artwork.
- Pupils' artwork celebrates the rich cultural diversity of the school.

### **Shortcomings**

- The work of some pupils in KS2 is limited in quality and does not always reflect sufficient progression in development of knowledge and application of skills.

### **Music**

Standards are good in both key stages.

#### **Good Features**

- The quality of singing is good in both key stages. Pupils sing enthusiastically and perform a good range of songs from memory. They display clear enunciation, sing with expression and keep pitch well.
- Pupils throughout the school display a good sense of rhythm, metre and sequence and repeat singing and clapping patterns accurately. KS1 pupils frequently experiment with sound, for example when participating in 'sound walks'. They discuss the sounds perceptively, and interpret these, using voice and instruments to produce work of good quality.
- In both key stages pupils use tuned and untuned instruments with increasing confidence and control. Y1 pupils create their own instruments, displaying imagination and originality.
- KS1 pupils understand the purpose of simple graphic scores and follow them carefully when performing their compositions. In KS2 they use a variety of symbols to create satisfactory scores.
- The skills of listening, discussing and appraising a broad range of musical forms are good throughout the school. Pupils recognise elements such as pitch, dynamics and textures in their own work, in the compositions of professional musicians and in the music of a variety of countries and cultures. They discuss these with understanding, using correct terminology.
- KS1 pupils describe their feelings well when listening to various pieces of music and when appraising their own work. KS2 pupils suggest sensible options on how to improve their work.
- Pupils' awareness and capability is extended by the Indo-Cymry choir and percussion group, which meets weekly to sing and play music from Welsh and other cultures. Pupils benefit from being introduced to a broader musical diet and display good ability in reading musical notation.
- Pupils who attend the weekly recorder and guitar groups make good progress. They repeat pitched and rhythmic patterns accurately with a consistent beat. A minority choose to

follow instrumental lessons from peripatetic tutors and standards of performance by these pupils are good.

### **Shortcomings**

- There are no major shortcomings, but pupils lack a detailed awareness and understanding of the music of Wales.

### **Physical education**

Standards are good in both key stages.

### **Good Features**

- Pupils in both key stages participate very enthusiastically in both lessons and extra-curricular sport. They clearly enjoy their physical education and display confidence and a range of skills.
- Pupils respond to instructions and directions promptly and follow rules, working together effectively in partner work and team play situations.
- In KS1 pupils demonstrate a developing range of simple skills in various team games, dance and gymnastic activities. In gymnastics they generally use space well and move with growing confidence. The more able show a real concern for quality and poise in their gymnastics, displaying a good sense of co-ordination, balance and creativity. They also show confidence working with movable and fixed apparatus allowing them to perform simple skills at varying heights. They understand simple gymnastics terms like symmetry and asymmetry.
- In both key stages pupils experience forms of dance. They perform with agility and expression to the rhythm of incidental and formal music. They are able to plan and execute simple dance sequences, working individually and in pairs. Some show creativity in their performance, especially when responding to set tasks.
- By the end of KS2 pupils' games playing skills are well developed and nearly all pupils are confident in basic throwing, striking and kicking skills. Additionally, their passing and receiving skills show quality, as do their general evasion skills when placed in small game situations.
- Pupils in all classes help to get out and put away equipment safely and sensibly.
- All aspects of the NC are fully covered in each class and KS2 pupils undertake an intensive swimming course and experience outdoor and adventurous activities at Atlantic College.
- There is a wide range of extra-curricular sporting activities, the most notable being soccer, rugby, hockey, cricket, baseball, tennis, athletics and netball. This is a notable feature of the physical education curriculum. These activities are very well supported by pupils and make a valuable contribution to their skill development and fitness. Parents

and staff provide skilful assistance in all these activities and matches are regularly played with local schools.

- The school has an extensive sporting calendar in both competitive and participative sport. They have had successes in team sports like netball and hockey and in a range of individual activities at City and County level.
- The school's indoor facilities and resources for physical education are very limited especially in gymnastics. Good use is made of tarmaced areas for both formal and informal sport and use is also made of the nearby comprehensive school's sporting facilities. This access to quality facilities helps to develop pupils' range of sporting skills and general interest in physical education and sport.

### **Religious education**

Standards are good in KS1 and satisfactory in KS2.

#### **Good Features**

- By the end of KS2 pupils have knowledge of the major faiths of Britain and understand about some aspects of these faiths.
- Pupils throughout the school demonstrate respect for, and understanding of, the religions represented in the school community.
- Resources, such as visits to places of worship, use of visitors to school and access to sacred books, are well developed, in order to secure pupils' understanding of the subject. There is evidence of good displays in KS1 arising from this work.
- Good use is made of cross-curricular links, for instance to music, geography, and English.
- In both key stages pupils show empathy and write imaginatively about the situation of others in the world, for instance in the work on key religious leaders in upper KS2.
- In KS1 pupils show a good understanding of themselves as members of the community and of moral questions in relation to caring and sharing.
- The scheme of work is based on the Locally Agreed Syllabus.

#### **Shortcomings**

- There is a limited representation of work in religious education across the school, both in books and display.
- There is inconsistent development of pupils' knowledge and understanding of the subject especially at KS2.
- Pupils' understanding of the spiritual dimension is only developed to a limited degree.

## 8. SCHOOL IMPROVEMENT

### 8.1 Progress Since the Last Inspection

The last inspection report identified six key issues for action. These indicated that the GB should:

- address identified shortcomings in subjects where standards are currently satisfactory;
- disseminate to all classes the good practice that exists in the school in the management of whole class teaching, group and individual work, thereby ensuring greater consistency in maintaining appropriate pace and challenge in pupils' learning;
- further exploit opportunities to broaden pupils' experiences and the use of their knowledge and skills to debate, research and investigate;
- include in the SDP, quantifiable targets relating to pupils' achievements at the end of KS1 and KS2;
- continue with the actions aimed at raising standards of excellence and punctuality;
- continue to develop the roles of the headteacher, deputy headteacher, heads of department and co-ordinators in monitoring and evaluating the effects of implementing policies and plans for the life and work of the school.

Through the implementation of a very detailed and quantifiable SDP, that focuses on short and medium term targets, there is clear evidence of improvement in all of the above issues.

- Subject shortcomings have been substantially addressed, especially in the last two years. For example, the school now has a networked computer system and all staff have had NOF training; all policies and schemes of work have been updated in line with Curriculum 2000 and recent legislation; some staff have successfully won GTCW bursaries to develop literacy in the school; external reviews of all NC core subjects have been successfully completed; bespoke programmes in numeracy and science have successfully been introduced; new reading schemes for reluctant readers have been piloted; story sacks have been established and priority approaches have been carried out to raise the profile of incidental Welsh amongst pupils.
- An annual monitoring, evaluation and review cycle has recently been introduced and subject portfolios showing levels of pupils' work now exist; a system of assessment, recording and reporting was introduced last year for foundation subjects, as was a pupil tracking system.
- An LEA 'Learning to Learn' programme is now being piloted and disseminated and extensive INSET training has taken place for all staff on the teaching of thinking skills, multiple intelligences and active learning.
- The structure and function of the SMT has been thoroughly reviewed and there are now quantitative targets for KS1 and KS2, in place as well as benchmarking information and

other data that allow the GB to monitor pupil progress effectively. The SDP is a detailed and valuable management tool that clearly identifies short and medium term goals for the school. Curriculum co-ordination is now exhibiting a degree of maturity. Responsibilities are well distributed and all members of staff have a clear perception of their role.

- Punctuality and attendance have dramatically improved in recent terms, due to a number of strategies and new systems, most notably the introduction of electronic registration; there are now fortnightly meetings with the EWO and individual and class awards for attendance. The deputy head has carried out much innovative work in this area as a direct result of his NPQH school improvement project linked to attendance.
- The roles of all staff have flourished considerably as a result of an extensive continuing professional development programme sponsored by senior management. The head has successfully completed her PHIP programme for headteachers; the deputy head and a member of the SMT have completed their NPQH programme for aspiring heads; numerous staff have bid for and won GTCW professional development bursaries and have been involved in LEA curriculum leadership training. As a result, the whole management structure has been reviewed and the curriculum leadership process completely overhauled and made highly effective. This is a notable feature of the school.

## **8.2 Key Issues for Action**

In order to maintain and build upon its current success, the school needs to:

- put in place the necessary systems to raise levels to good in all areas of learning and aspects judged to be satisfactory during the present inspection;
- continue to develop a wider range of teaching strategies across the school, especially those which will encourage independent and investigative learning amongst all pupils;
- further develop diagnostic feedback for pupils, particularly the most able;
- consolidate the very good practices in whole school development, attendance, and curriculum management, MER, SEN, EMAS and CPD.
- ensure that the annual GB report to parents meets statutory requirements.

**The inspectors wish to express their thanks to the governing body, head, staff, parents and pupils of Kitchener Primary School for their co-operation and assistance before and during the inspection.**

## APPENDIX

### A. Basic Information About the School

Name of School	Kitchener Primary
School type	LEA Maintained
Age -range of pupils	3 - 11 years
Address of school	Kitchener Road Canton Cardiff
Post-Code	CF11 6HT
Telephone Number	029 20 387505

Headteacher	Mrs J E Evans
Date of appointment	September 1 <sup>st</sup> 2001
Chair of Governors	Mr A Evans
Registered Inspector	Mr P Treadwell
Dates of inspection	6 <sup>th</sup> - 9 <sup>th</sup> May 2003

### B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	33	53	48	54	46	59	48	50	391

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	3	17.6

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil : adult (fte) ratio in nursery classes	11:1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	87%	90%	92%	90%
Term 2	87%	92%	91%	91%
Term 3	84%	91%	91%	90%

Number of pupils excluded during 12 months prior to inspection.	1
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## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

National Curriculum Assessment KS 1 Results: 2002			Number of pupils in Y2: 45						
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	2	29	69	0	0
EN: Reading	Teacher Assessment	School	0	0	2	27	67	4	0
EN: Writing	Teacher Assessment	School	0	0	2	27	71	0	0
EN: Speaking and listening	Teacher Assessment	School	0	0	0	47	53	0	0
MATHEMATICS	Teacher Assessment	School	0	0	2	7	91	0	0
SCIENCE	Teacher Assessment	School	0	0	4	0	13	60	22

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	69%	In Wales:	83%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996 or, in the case of the Task/Test were absent.  
 A Pupils who have failed to register a level due to absence  
 W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

NATIONAL CURRICULUM ASSESSMENT RESULTS  
END OF KEY STAGE 2: 2002

National Curriculum Assessment KS 2 Results: 2002							Number of pupils in Y6: 54						
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	6	4	0	0	0	0	11	31	39	9	0
		National	0	0	3	0	0	1	5	16	45	29	0
	Test/Task	School	6	4	1	0	0	0	6	24	44	15	0
		National	0	2	2	1	0	0	4	12	41	38	0
Mathematics	Teacher assessment	School	6	4	0	0	0	0	12	32	35	11	0
		National	0	0	3	0	0	1	4	19	46	27	0
	Test/Task	School	6	4	0	0	0	0	14	32	33	11	0
		National	0	2	1	1	0	0	4	19	43	30	0
Science	Teacher assessment	School	6	4	0	0	0	0	7	19	44	20	0
		National	0	0	3	0	0	0	2	13	49	33	0
	Test/Task	School	6	4	0	0	0	0	1	24	41	24	0
		National	0	2	0	0	0	0	1	10	47	38	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:	41%	In the school:	40%
In Wales:	72%	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  
N Pupils who have failed to register a level for reasons other than absence  
B Pupils not entered for tests because they are working outside the levels of the tests.  
W Pupils who are working towards level 1, but have not yet achieved the standards needed for level 1  
n tests do not cover these levels.  
n/a not applicable.

Summary of KS2 Results	English	Mathematics	Science	CSI
% including disapplied and absent pupils	60%	44%	64%	40%
% not including disapplied and absent pupils	66%	48%	70%	44%

## **D. The Evidence Base of the Inspection**

The inspection was carried out by a team of five inspectors over a four day period. The four professional inspectors each spent four days, and the lay inspector two days, in the school.

- 111 learning activities were assessed, 105 by the professional inspectors and six by the lay inspector.
- Each class was visited at least five times.
- Most classes were observed by each inspector.
- Discussions were conducted with the head, the deputy head, all subject leaders and ancillary staff, as well as with pupils.
- A cross-section of present and past work from all year groups was reviewed, particularly in the core subjects.
- A representative sample of pupils was heard reading.
- Assemblies were attended and playtimes, lunch times, registrations and other school routines were observed by all the inspectors.
- The resources for each subject and for general school use were examined.
- The school buildings and the site were surveyed.
- The full range of documentation available in the school was studied, including teachers' planning and pupils' records.
- Pre-inspection meetings were held with staff, parents and governors.
- The views of parents and governors were received and analysed. Seventy-two questionnaires were returned; 94% of responses were positive.
- Sixty-seven general observation forms were completed.

## E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mr P Treadwell	1.The school and its priorities 2.Main Findings 3.1 Standards achieved in subjects and areas of learning 5.3 Curriculum 6.1 Quality of self-evaluation and planning for improvement 6.2 Leadership and efficiency 8.1 Progress since the last inspection 8.2 Key issues for action	Design and technology Information technology Physical education
Mr S Page	4.2 Behaviour and attitudes 4.3 Attendance 5.6 Partnership with parents and community, schools and other institutions 5.7 Partnership with industry	
Dr J Laugharne	4.1 Pupils' spiritual, moral, social and cultural development 5.4 Support, guidance and pupils welfare	Welsh second language English Religious education
Mrs Z Evans	5.1 Teaching 6.3 Staffing, accommodation and learning resources	Early years Mathematics Science Music
Mrs M Barrell	3.2 Standards achieved in key skills across the curriculum 5.2 Assessment, recording and reporting 5.5 Provision for pupils with SEN	History Geography Art