

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

**LANSDOWNE PRIMARY SCHOOL**

Norfolk Street  
Canton  
Cardiff, CF5 1JY

School Number: 681/2033

Date of Inspection: 7th – 10th February, 2005

**MR. BRINLEY JONES**

**REGISTERED INSPECTOR: W263/78379**

1st April, 2005

**UNDER ESTYN CONTRACT NUMBER: T/153/04P**

Mr. Brinley Jones  
Report on Lansdowne Primary School – April, 2005

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Lansdowne Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their children's school. 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.

The inspection of Lansdowne Primary School took place between 7th and 10th February, 2005. An independent team of three inspectors, led by Mr. Brinley Jones, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

## Year-Groups and Key Stages

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

The term 'Reception' (R) refers to the year-group of pupils in a primary school who attain the age of five during the academic year. Year 1 refers to the year-group of pupils who attain the age of six during the academic year and so on. Year 13 is the year-group of students who attain the age of eighteen during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

1. Lansdowne Primary School is a long-established urban school situated on the western side of Cardiff, two miles from the city centre. It serves the areas of Canton and Leckwith. The majority of pupils are drawn from areas which are neither prosperous nor economically disadvantaged. During the last few years, the number of pupils on roll has fluctuated; there are currently 302 full-time pupils. In addition, children attend the nursery on a part-time basis, 26 in the morning and 26 in the afternoon. Nearly 36% of the pupils come from ethnic-minority backgrounds. There are no pupils in the school for whom Welsh is a first language. Other pupils include a small percentage of asylum-seekers' children. 13.2% of pupils are entitled to free school meals. 56 pupils (19%) are registered as having special educational needs (SEN), including three for whom a statement of SEN has been made. 69 pupils (23%) receive support in English as an additional language. The school notes that there is some turbulence in the pupil population year on year. The school motto is "Deeds not words."

### The school's vision

To sustain a caring, friendly atmosphere where all children continue to be motivated in a positive learning environment and are provided with a variety of skills and experiences to meet the challenges of a rapidly changing world.

### Aims and objectives

2. The aims of the school are:

- To develop a child's personality as an individual and a member of the school community.
- To assist children in developing inquiring minds.
- To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast-changing world.
- To help pupils become literate and numerate and to apply those skills effectively.
- To instil respect of religious and moral values and tolerance of other races, religions and ways of life.
- To develop awareness of self and sensibility to others and an understanding of the interdependence of individuals, groups and nations.
- To give children knowledge of the language and culture of Wales.

3. The school's objectives are:

- To enable pupils to read fluently and accurately, with understanding, thought, sensitivity and discrimination.
- To communicate clearly and confidently in speech and writing and to listen attentively and with understanding.
- To provide a stimulating environment to enable children to learn how to acquire information from a variety of sources and to apply their findings.
- To understand and apply mathematical and scientific skills to solve problems.

**Priorities for the current year as outlined in the School Development Plan (SDP)**

- To implement the race equality policy to ensure that the school meets statutory requirements and complements the school's equal opportunities.
- To raise standards in Information Technology using the scheme of work adapted from the Cardiff County Scheme issued in Autumn 2004.
- To implement the Teachers' Workload Agreement at the school.
- To ensure appropriate progression of Key Skills in all curriculum subjects.
- To raise standards in Literacy by July 2005.

4. The school gained a Sports Mark Cymru award in 2001. The Welsh Network of Healthy School Schemes Phase 1 award was gained in 2002. The Basic Skills Quality Mark was awarded in 2003 and National Diversity Awards in 2001 and 2003. The school was awarded the Quality in Study Support award (QUISS) in July 2004.

5. During the last three years, the school has been involved in the Home School Knowledge Exchange Research Project with the University of Bristol.

6. The school was last inspected in the spring term 1999.

## Summary

7. Lansdowne Primary School has a number of strengths. These include leadership and management, the quality of teaching, the nature of relationships and the behaviour and attitudes of pupils. Staff are committed to giving high priority to raising pupils' confidence and self-esteem as they work hard to continue moving the school forward. In relation to six of the seven key questions, the inspection team agreed with the school's judgements. The team awarded a higher grade to one question.

### Table of grades awarded

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

### Standards

8. The school notes that while pupils entering the school display the full range of abilities, a significant minority have little or no grasp of English. Across the school, most pupils from all backgrounds make good progress in their work.

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

10. The school sets very challenging targets in both key stages. While most pupils achieve the targets set, this was not the case with a small minority at the end of both key stages in 2004.

11. Most pupils with SEN and those with English as an additional language make good progress.

12. Early Years children make good progress in the development of key skills. Most pupils in Key Stage 1 (KS1) and Key Stage 2 (KS2) make good progress and achieve good standards in speaking, listening and reading across the curriculum.

Progress in writing is generally good and most pupils achieve good standards, particularly in KS2. Most pupils make good progress and achieve good standards in the application of mathematics. Most pupils, at appropriate levels, demonstrate good skills in information and communications technology (ICT) at both key stages. The use made of these skills across the curriculum is in need of further development.

13. Progress and standards in bilingualism are generally good in KS1 and in the lower part of KS2. Progression is not so evident in the upper part of KS2.

14. Pupils develop a good understanding of their strengths and areas for further development. Most make good progress in acquiring new knowledge and skills and in the development of creative and problem-solving skills.

15. The great majority of pupils demonstrate good and often very good attitudes towards their work and school life in general, which has a good impact on their progress and success.

16. At the end of KS1 in 2004, pupils' attainments in the National Curriculum (NC) core subjects were below the local and national percentages of those attaining at least Level 2. Comparison with similar schools shows that the school is in the lower quartile. In general, the performance of boys was below that of girls and well below in English.

17. National Curriculum end-of-KS2 test results for 2004 show that the percentages of pupils achieving Level 4 and above in the core subjects were above local and national averages for mathematics and science but below for English. In 2003, all three percentages surpassed the local and Welsh averages. Results achieved in mathematics and English place the school just below average for similar schools and just above for science. While percentages achieving Level 5 were above the national figures for science and well above for mathematics, they were well below for English.

18. The great majority of pupils are very considerate and sociable and have very good relationships with each other and with staff; they are very courteous and friendly to visitors.

19. Pupils demonstrate a good and often very good understanding of the importance of equal opportunities and a good awareness of different traditions, and know that diversity should be respected.

20. The behaviour of pupils is good and frequently very good, both in classrooms and around the school. These attributes have a very positive effect on learning and school life.

21. Average attendance over the last three terms has been satisfactory at around 92%. There are periods when unauthorised absences are relatively high with pupils taking holidays during term time. The school works closely with the education welfare officer (EWO) in monitoring, investigating and discouraging such practices. Punctuality is very good.

## The quality of education and training

22. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	68%	0	0	0

23. The overall quality of teaching is one of the strengths of the school and is a key feature in the progress made by pupils and the standards achieved. The percentage of good or better teaching is well above the Welsh Assembly Government's target of 50% good or better.

24. Teachers have good and often very good subject knowledge. The relationship between teachers and pupils is very good; consistent encouragement promotes pupils' progress. The promotion of equality of opportunity is very well developed.

25. In all lessons observed, there was clear planning and well-focused aims, suitably challenging tasks and good pace. Available teaching assistants provide good support, mainly in reception and KS1 classes.

26. In the best examples, teachers' skills of gaining and maintaining interest and enthusiasm are very well developed, aims are very clearly shared with pupils and the extent to which they have been achieved are discussed in plenary sessions.

27. Assessment procedures are systematic and thorough. Effective use is made of test information to inform planning, set targets and promote higher standards in the core subjects.

28. Pupils' work is marked regularly. In the best examples, comments explain how pupils can improve their work.

29. There is a good system for pupils to evaluate work of their own choice and to set targets for improvement in the core subjects. Records are kept in each pupil's personal folder. The school's class tracking records contain a wide range of data and information.

30. Subject portfolios provide teachers with useful examples of assessed work to indicate the levels that should be achieved. Field notes are kept regularly by the teachers. Individual assessments for the foundation subjects are yet to be developed.

31. Annual reports meet statutory requirements and provide clear guidance for improvement.

32. The school provides equal access to a relevant, broad and balanced curriculum.

33. The provision made by the Ethnic Minority Achievement Service (EMAS) for pupils with English as an additional language is good and is well led by an

experienced full-time teacher who is well supported by two part-time bilingual teaching assistants and a part-time teacher for asylum seekers.

34. Long and medium-term planning promotes continuity and progression in the National Curriculum subjects. Teachers' fortnightly planning sheets are comprehensive. The school has identified the need to refine planning for the development of key skills.

35. In KS2, English and mathematics are well taught to pupils in ability groups. There is a focus on raising standards in literacy through a variety of well-focused initiatives. There are good opportunities for developing creative and problem-solving skills.

36. The school adopts positive strategies for the promotion of bilingualism. Strategies are less well developed at the upper end of the school. The *Cwricwlwm Cymreig* is well developed and there are very good opportunities to focus on a range of other cultures.

37. The learning experiences of older pupils, in particular, are effectively broadened through a wide range of after-school activities. The current focus is on the further involvement of younger pupils. A variety of homework is set from Early Years to Y6.

38. Class work is reinforced by a wide range of educational visits, which include visits to local museums, galleries and places of historic interest. There are very good links with the local community, especially the churches whose visiting ministers frequently conduct assemblies.

39. Learning experiences successfully promote pupils' spiritual, moral, social and cultural development. Assemblies make a valuable contribution in these fields.

40. There is good provision for the development of pupils' personal and social skills. Pupils have good opportunities to take on responsibilities through their roles as class monitors. Older pupils carry out their roles as prefects in an effective manner. An equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils.

41. Education for sustainable development and global citizenship is successfully promoted and the school has gained an ECO school bronze award.

42. The partnership with parents is generally very good and the school strives to improve relations by seeking their views and assistance. Parents are well informed. There is a good involvement with initial-teacher-training establishments and very good links with industry.

43. The overall quality of pastoral care is a strong feature. Pupils' achievements are celebrated in a range of ways. Good procedures are in place for working with parents and carers, and links with outside agencies are good.

44. Induction arrangements are effective in helping new pupils settle quickly into school life. There are effective links between the school and the secondary sector to ease transition.

45. The head is the designated person responsible for child protection, and all staff members have received training in this field.

46. The health and welfare of both pupils and staff are given high priority by the school. Regular safety inspections and general risk assessments are carried out. All teachers have upgraded first-aid certificates. Health and safety matters were raised with the head and governors, some of which require further dialogue between the school and local education authority (LEA).

47. Procedures for the early identification of pupils with SEN are effective. Provision is well led by the full-time SEN co-ordinator (SENCO). The general contribution of full-time teaching assistants in this field is restricted by the limited number available. The school is currently evaluating the best use of resources in the field of SEN.

48. Individual educational plans (IEPs) are of good quality. They are reviewed on a termly basis and parents are given good opportunities to discuss their contents and the progress made in relation to targets. Overall, part-time teaching assistants provide good support for pupils with statements of SEN within the hours allocated. Provision generally complies with the requirements of statements.

49. Good emphasis is placed on healthy lifestyles and on the promotion of healthy eating.

50. There is a good focus on maintaining good behaviour. There is an anti-bullying policy and an anti-bullying charter. There are good procedures for monitoring attendance and for promoting good attendance and punctuality.

51. Equal opportunities are embedded in the curriculum, so that inclusion underpins all aspects of school life. The focus on diversity and good race relations has a very high priority.

52. While the general design of the building restricts the movement of physically disabled people, the school is considering ways of overcoming some of the problems. An accessibility plan is in place.

### **Leadership and management**

53. Purposeful leadership is provided by the head who gives a clear sense of direction. He is very well supported by a deputy and a strong and cohesive senior management team (SMT). The role of the curriculum co-ordinator is well defined. Good account is taken of national priorities and of local partnerships and consortia agreements. The link between the self-evaluation process and the school development plan (SDP) which emerges is strong.

54. Performance management is seen as an integral feature of professional and school development and the first cycle has been completed. All teachers benefit from good opportunities for professional development which have had a very beneficial effect on provision and standards in the school. A development programme is now in place for teaching assistants.

55. Effective links have been formed with school governors, who carry out their statutory duties conscientiously. Governors have provided good support in helping the school adapt to changing circumstances. A number of new members have recently been elected.

56. The school budget is managed effectively. Administrative staff carry out daily routines and responsibilities very efficiently.

57. A culture of self-evaluation and a cycle of school improvement involving all staff and governors have been well established, and pupils and parents have begun to be included.

58. Good use is made of teacher assessments, standardised tests and teacher expertise to identify specific weaknesses, to set realistic targets for pupils and to inform teaching and learning programmes.

59. The self-evaluation document produced by the school prior to the inspection offers a very good range of information. The inspection team agreed with the judgements made by the school in six of the key questions and awarded a higher grade for the seventh.

60. For the most part, there has been good progress in addressing the key issues of the last inspection.

61. All classes are staffed by suitably qualified teachers, who provide a broad spectrum of experience and expertise. Staff have appropriate job descriptions and there is a strong commitment to continuing professional development. Good use is made of available support staff.

62. The school is maintained to a high standard of cleanliness by the caretaker, cleaner in charge and ancillary staff.

63. All subjects and areas of learning are provided with good-quality resources. Pupils make good use of the ICT suite. Class libraries have an adequate range of books, but the central library is underdeveloped. Very good use is made of the local environment and community.

64. Effective use is made of all available space. Walls are enhanced by attractive and colourful displays. The school halls are restricted in terms of allowing the whole school to gather together and the canteen facilities are very constrained.

65. The school campus provides a secure and safe environment. It is generally in good condition.

66. Spending decisions are well matched to the school's priorities as identified in the school development plan. Overall, the school provides good value for money.

## **Recommendations**

In order to move the school forward, the head, staff and governing body (GB) need to:

- R1. continue to focus on raising standards in literacy;
- R2. further develop the use of ICT across the curriculum;
- R3. further refine planning for the progressive development of key skills.

The current SDP focuses on features relating to the recommendations.

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

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: good features and no important shortcomings

67. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

68. The school notes that while pupils entering the school display the full range of abilities, a significant minority have little or no grasp of English. Across the school, most pupils from all backgrounds make good progress in their work.

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

70. The school sets very challenging targets in both key stages. While most pupils achieve the targets, this was not the case with a small minority at the end of both key stages in 2004.

71. Most pupils with SEN and those with English as an additional language make good progress.

72. Early Years children make good progress in the development of key skills. Most pupils in KS1 and KS2 make good progress and reach good standards in speaking, listening and reading across the curriculum. Progress in writing is generally good and most pupils achieve good standards, particularly in KS2. The great majority of pupils listen very well to teachers and other pupils, at appropriate levels. Most contribute effectively when asking and answering questions or taking part in discussions. Pupils are able to gather information from books and, in KS2 in particular, to write for a range of purposes in a variety of subjects. Pupils apply their mathematical skills well, particularly in subjects such as science and geography.

73. Most pupils demonstrate good skills at appropriate levels in information technology, and there are examples of good work in ICT in some subject areas. There is room, however, to extend the use of ICT skills across the curriculum. Further enhancing this aspect of pupils' work is a feature in the current SDP.

74. Bilingualism is promoted through positive strategies, and Welsh is used on a regular basis in assemblies and in physical education lessons. Progress and standards are generally good in KS1 and in the lower part of KS2, where incidental Welsh is well used. Progression is not so evident in the upper part of KS2.

75. Pupils across the school develop a good understanding of their strengths and of areas for further development. They make good use of set targets in this context.

Most make good progress in acquiring new knowledge and skills and make good progress in the development of creative and problem-solving skills.

76. The great majority of pupils demonstrate good and often very good attitudes towards their work and towards school life in general. They show interest and enthusiasm in lessons, focus very well on given tasks and concentrate very effectively. These positive attitudes are important elements in the progress they make and the success they achieve.

77. At the end of KS1 in 2004, pupils' attainments in the NC core subjects of English, mathematics and science were below the local and national percentages of pupils attaining at least Level 2, as was the percentage achieving Level 2 in the core subject indicator (CSI). Comparison with similar schools (according to the percentage of pupils entitled to free school meals) shows that the school is in the lower quartile. In general, the performance of boys was below that of girls and well below in English. Overall, the 2004 figures show a slight increase in comparison with the 2002 figures and a more marked increase when compared with the 2003 figures.

78. National Curriculum KS2 test results for 2004 show that the percentages of pupils achieving Level 4 or above in the core subjects were above local and national averages for mathematics, science and the CSI, but below for English. In 2003, all four percentages surpassed the local and Welsh averages. Results achieved in mathematics and English and in the CSI place the school just below average for similar schools and just above for science. While boys outperformed girls in English in 2004, the opposite was true in mathematics and science, although it should be noted that the discrepancies were relatively small. While percentages of pupils achieving Level 5 were above the national figures for science and well above for mathematics, they were well below for English. Trends over the last few years identify fluctuations in standards in English and mathematics.

79. The great majority of pupils are very considerate and sociable and have very good relationships with each other and with staff; they are very courteous and friendly to visitors. They work independently and effectively in pairs and in groups. Pupils develop a good understanding of moral values such as fairness and consideration, features which they exhibit during the school day.

80. Pupils demonstrate good and often very good understanding of the importance of equal opportunities and a good awareness that people have different traditions and beliefs and that diversity should be respected. These are strong features, which are well promoted. The school was in receipt of the Diversity Award in 2001 and 2003 for achievements in this field.

81. The behaviour of pupils is good and frequently very good, both in classrooms and around the school. These attributes have a very positive effect on learning and school life. There were no exclusions during the last academic year.

82. Average attendance over the last three terms has been satisfactory at around 92%. There are periods when unauthorised absences are relatively high, with pupils

taking holidays during term time. The school works closely with the EWO in monitoring, investigating and discouraging such practices. Punctuality is very good.

## The Quality of Education and Training

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

#### Grade 2: good features and no important shortcomings

83. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

84. The inspection team observed the full range of National Curriculum subjects.

85. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
32%	68%	0	0	0

86. The overall quality of teaching is one of the strengths of the school and is a key feature in the progress made by pupils and in the standards achieved. The percentage of good or better teaching is well above the Welsh Assembly Government's target of 50% good or better.

87. Teachers have a good and often very good knowledge and understanding of the subjects and areas of learning which help motivate pupils and maintain their interest. The relationship between teachers and pupils is very good; pupils' efforts and good work are praised, and consistent encouragement ensures their progress. Teachers' skills in promoting equality of opportunity are very well developed.

88. Some of the key features observed in lessons include:

- clear plans including well-focused aims;
- suitably challenging tasks to take learning forward;
- good involvement of pupils in introductory and plenary sessions;
- effective links with previous work;
- well-structured lessons;
- good organisational strategies;
- lessons developing at a good pace;
- effective class control.

89. In the best examples:

- teachers' skills of gaining and maintaining pupils' interest and enthusiasm are very well developed;
- teachers identify lesson aims very clearly, share them with pupils and, in plenary sessions, discuss the extent to which they have been achieved;
- teachers intervene very effectively and very appropriately to support pupils engaged in tasks;

- there is a lively interchange between teacher and pupil, which challenges pupils mentally and reinforces their grasp of concepts.

90. Standards of teaching are often very high when teachers focus on subjects in which they have a particular expertise.

91. Teachers have developed effective strategies for the working with available teaching assistants who provide support in reception and KS1 classes.

92. Whole-school assessment procedures are systematic and thorough, with regular testing in the core subjects providing useful information about pupils' achievements. Analysis of information from baseline, national and standardised tests is used effectively to inform planning, set targets and promote higher standards in the core subjects.

93. Pupils' work is marked regularly. Teachers provide comments that offer guidance and encouragement and, in the best examples, the comments explain to pupils how they can improve their work.

94. A good system has been introduced throughout the school for pupils to evaluate work of their own choice, set targets for improvement in the core subjects twice a year with their teacher, and review their progress. Records are kept in each pupil's personal folder. The school's class tracking records contain a wide range of data and information, which can be used for the development of individual tracking profiles.

95. Subject portfolios have been compiled in all National Curriculum subjects and these provide teachers with useful examples of assessed work to indicate the levels that should be achieved. Field notes, which are regularly kept by teachers, record pupils' performance, knowledge and skills and provide a valuable source of information for compiling reports. Individual assessments for the foundation subjects are yet to be developed.

96. Parents are provided with a termly update, which identifies the main areas of study for their children's class and what support they can provide. They also fully appreciate the opportunities they are given in formal meetings twice a year to receive information and to discuss their children's needs and progress.

97. Annual reports to parents meet statutory requirements. They note pupils' achievements and skills in every subject, and include comments about their personal and social development. The reports provide clear guidance on what pupils need to do to make further progress.

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

**Grade 2: good features and no important shortcomings**

98. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

99. The school responds well to pupils' learning needs and provides equal access to a broad, relevant and balanced curriculum. The curriculum provided is stimulating and enriched by an interesting and varied range of learning experiences. The provision for both key stages conforms with the statutory requirements of the National Curriculum and religious education.

100. The overall quality of the provision for the under-fives is appropriate to their needs and the children are making good progress towards the desirable Outcomes for Children's Learning. They receive rich and stimulating experiences, leading naturally to the National Curriculum programmes of study.

101. The EMAS provision for pupils with English as an additional language is good and is well led by an experienced full-time teacher who is well supported by two part-time bilingual teaching assistants (and a part-time teacher for asylum-seeker pupils). Based on an annual needs survey, appropriate support is well targeted. The policy relating to English as an additional language (EAL) is in the process of being updated to reflect recent developments in this field.

102. There is a whole-school approach to long and medium-term planning, which promotes continuity and progression in the National Curriculum subjects. Teachers' fortnightly planning sheets identify lesson objectives and differentiated provision for pupils of different ages and abilities within classes. The curricular provision is monitored termly by the subject co-ordinators, who provide a written report on the teaching, resources and standards of work in pupils' books.

103. The school has appropriate provision to ensure that pupils acquire the necessary basic and key skills, but has identified the need to refine the planning for their progressive development.

104. In KS2, English and mathematics are well taught to pupils in ability groups.

105. The school is currently specifically focusing on raising standards in literacy and has introduced a variety of well-focused initiatives. These include a Key Skills Club to further develop pupils' learning. The relatively new ICT suite and Internet installation have added a wider dimension to pupils' learning experiences and are put to good use in further developing skills in this field. Good opportunities are provided for the development of pupils' creative and problem-solving skills.

106. The school adopts positive strategies for the promotion of bilingualism. Pupils show good understanding and respond enthusiastically and positively when teachers use instructions and simple phrases during the school day. Scope exists

for this to be progressively developed at the upper end of the school to build on the good foundations laid in the reception, KS1 and lower KS2 classes. Classroom displays, bilingual notices, opportunities for singing in assembly and the music club make a valuable contribution to pupils' understanding of Welsh. Good use is also made of opportunities in PE lessons. In addition, there is a positive focus on promoting other languages during registration periods.

107. The *Cwricwlwm Cymreig* is well developed within the school and pupils are given a wide range of opportunities, including a focus on Anglo-Welsh literature, to acquire good knowledge and understanding of the traditions, culture and history of Wales. The school provides pupils with very good opportunities to enhance their knowledge and understanding of a range of other cultures and their traditions.

108. The learning experiences of older pupils, in particular, are effectively broadened through opportunities provided by a wide range of activities which include a variety of sporting activities, ICT, French, science and music in after-school clubs. The school is currently focusing on further involving younger pupils in such activities.

109. Class work is reinforced by a wide range of educational visits, which include visits to local museums, galleries and places of historic interest. Older pupils in KS2 have gained valuable experiences on residential fieldwork courses at Duporth and the Llangrannog Urdd Camp.

110. There are very good links with the local community, especially the churches, whose visiting ministers frequently conduct assemblies. Other visitors include professional arts groups and community workers who make a valuable contribution in extending the range of experiences for pupils. The richness and variety of provision make a real contribution to standards of achievement and pupils' personal development.

111. A variety of homework activities are set from Early Years to Y6. Amounts of homework are for most part increased as pupils move through the school.

112. Learning experiences successfully promote pupils' spiritual, moral, social and cultural development. As a result, pupils have a clear sense of ownership and responsibility for the school and its environment. School assemblies make a valuable contribution to pupils' understanding of moral issues and help them to respect truth and justice. Pupils often have opportunities for quiet reflection during such occasions.

113. The school makes good provision for the development of pupils' personal and social skills through initiatives such as Circle Time, the peer mentoring scheme, the school council and fund-raising for a wide range of charities. Pupils have good opportunities to take on responsibilities through their roles as class monitors. Older pupils carry out their roles as prefects in an effective manner.

114. The equal opportunities policy reflects the school's strong commitment to equality of access and opportunity for all pupils. Pupils feel valued. School rules and the civilised ethos encourage them to have respect for each other.

115. Learning experiences successfully promote education for sustainable development and global citizenship through projects such as recycling, and the school has recently received the ECO school bronze award.

116. The partnership with parents is generally very good and the school strives continually to improve relations by seeking their views and assistance. Parents are well informed of school activities via regular newsletters and reports; they are also invited to various school events. They meet teachers each term to discuss their children's progress. The school makes appropriate use of outside interpreters for parental consultation when required. All parents are invited to participate in the activities of the school's Parent-Teacher Association, which has been very successful in raising funds for the school. Parents with pupils in the nursery unit have been involved in a Language and Play Workshop, which was a basic skills initiative. Classes are held at the school to enhance parents' grasp of English and to develop their ICT skills.

117. Very good links have been established between the school and industry, and the school has been successful in being awarded many industrial awards, such as the 3M's Primary Innovation Award in 2002 and 2004. Good use is made of these links both to develop teachers' and pupils' understanding of the world of work. Teachers have been involved in placements in industry.

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

<b>Grade 2: good features and no important shortcomings</b>
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118. The findings of the inspection team match the judgement made by the school in the self-evaluation report.

119. The overall quality of pastoral care is a strong feature; the school is a happy and caring community where all pupils are valued and relationships between staff and pupils are very good. The school provides good quality personal support and guidance for pupils. The success of efforts to raise self-esteem and give pupils confidence are noteworthy features of school life. Achievements are celebrated in a range of ways.

120. Good procedures are in place for working with parents and carers, and links with outside agencies are good.

121. Induction arrangements are effective in helping new pupils settle quickly into school life. The nursery department is situated on the school campus and this eases the transition. Prospective pupils are given time to familiarise themselves in the reception class prior to making the final decision to attend the school. There are effective links between the school and the secondary sector to ease the transition of Year 6 pupils to the school of their choice.

122. The head is the designated person responsible for child protection, and all staff members have received training in this field. Four senior staff members have received more extensive training. A policy is in place and appropriate procedures are well established. The school notes that all staff are vigilant and are well aware of procedures to be followed. The head or members of the senior management team are immediately alerted to any concerns. These are documented and immediately referred to the appropriate authority.

123. The health and welfare of both pupils and staff are given high priority by the school. There is a comprehensive and effective policy, and good procedures are in place. Regular safety inspections and general risk assessments are carried out. All teachers have upgraded first-aid certificates. Health and safety matters were raised with the head and governors, some of which require further dialogue between the school and the LEA.

124. A comprehensive policy document which complies with the Code of Practice is in place for SEN. Procedures for the early identification of needs are effective. Provision is well led by the full-time SENCO who provides well-focused support in class and withdrawal sessions. The general contribution of full-time teaching assistants in this field is restricted by the limited number available. The school is currently evaluating the best use of resources in the field of SEN.

125. IEPs drawn up by the SENCO and class teachers are of good quality. These are reviewed on a termly basis and parents are given good opportunities to discuss

their contents and the progress made in relation to targets. Overall, part-time teaching assistants provide good support for pupils with statements of SEN in the context of the hours allocated to these pupils. Provision generally complies with the requirements of the statements.

126. There are clear programmes to ensure healthy lifestyles, with a good emphasis on the promotion of healthy eating. The school has successfully participated in health-promoting projects and gained the Welsh Network of Healthy School Schemes Phase 1 award in 2002.

127. The school focuses well on maintaining good behaviour. A positive approach is adopted and behaviour is well promoted through the general ethos of the school and effective initiatives such as circle time and school rules. There is an anti-bullying policy and an anti-bullying charter. Issues relating to bullying are regularly discussed with pupils and all staff are encouraged to be vigilant in this context.

128. The school has good procedures for monitoring attendance and for promoting good attendance and punctuality.

129. The policy for the promotion of equal opportunities is very clear. Equal opportunities are embedded in the curriculum, so that inclusion underpins all aspects of school life. The focus on diversity and good race relations has a very high priority where a strong emphasis on tolerance and respect is placed. The school has been successful in being awarded a Diversity Award in 2001 and 2003 for this work. The school was recently involved in the Achievement and Inclusion project, which focused on the extent to which the school is meeting the demographic change in the ethnic background of its pupils. Following on from this valuable experience, there is a focus on further developing the existing good practice in fostering racial equality and awareness of diversity.

130. While the general design of the building restricts the movement of disabled people, the school is considering initiatives to overcome some of the problems. An accessibility plan is in place.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

#### Grade 1: good with outstanding features

131. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2.

132. There are clear structures for effective and efficient management.

133. Purposeful leadership is provided by the head, who gives a clear sense of direction to the life and work of the school. He ensures that the school provides opportunities for pupils to reach their potential through a broad and relevant curriculum and a wide range of valuable experiences in an environment based on respect. He has a clear vision for the future of the school.

134. The head is very well supported by a deputy who is a very good role model as a classroom teacher and by a strong and cohesive SMT. The role of the curriculum co-ordinator is very well defined and co-ordinators take leading roles in the development of subjects. Lines of communication in the school are clear and are promoted by effective administrative procedures. Strategies for communicating and reporting in a school that is relatively large are very effective.

135. The school takes good account of national priorities and of local partnerships and consortia agreements. The development of ICT within the school continues to be given a high priority and there is a clear focus on health education, bilingualism, global citizenship, diversity, school links and KS2/3 links. The implications of providing Planning, Preparation and Assessment (PPA) time for all teaching staff as from September 2005 is being given a high priority and several new initiatives have been considered.

136. Development planning is effectively undertaken in the light of the school's needs. The SDP is a detailed document and clearly defines relevant areas of current focus and reflects longer-term aims. Targets are clearly identified and costed, and success is carefully evaluated at the end of the year. The link between the self-evaluation process and the SDP which emerges is strong.

137. Performance management is seen as an integral feature of professional and school development and the first cycle has been completed. The effective management structure enables all teachers to benefit from good opportunities for professional development. Courses undertaken have had a very beneficial effect on provision and standards in the school. A professional development programme is now in place for teaching assistants.

138. Effective links have been formed with school governors, who carry out their statutory duties conscientiously. Members of the GB receive high-quality information

about all aspects of school life. Over the last few years, governors have provided good support in helping the school adapt to changing circumstances and in maintaining teacher-pupil ratios. Individual governors are assigned to curriculum areas and fulfil this aspect of their role appropriately. A number of new members have recently been elected. They, like the more established governors, are enthusiastic and committed and have already embarked upon a programme of governor training.

139. The school budget is managed effectively. Clear spending decisions have had beneficial effects in terms of maintaining staffing levels and classes, together with improvements to the building and investments in resources, particularly, in information technology.

140. Day-to-day routines are very effective. Administrative staff carry out daily routines and responsibilities very efficiently.

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

**Grade 2: good features and no important shortcomings**

141. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

142. A culture of self-evaluation has been well established, together with a cycle of school improvement. Self-evaluation and the drive towards continuous improvement are strong features of the school, particularly in relation to forming secure judgements about standards and the quality of education. To this end, all staff are involved in the process of school review and the developing and monitoring of whole-school priorities set out in the SDP. In relation to some areas, the school has begun to involve parents and pupils in the self-evaluation process.

143. The monitoring role of the head and SMT is very well developed. In addition, all subject leaders have been required to carry out a review of their subjects and produce an action plan.

144. Good use is made of the monitoring role of LEA advisers and reports following advisory team visits, to identify strengths and areas for further development.

145. The school makes good use of teacher assessments, standardised tests and teacher expertise to identify specific weaknesses and to set realistic targets for pupils. The GB is made fully aware of benchmarking statistics, the main findings of the analysis of results and the steps to be taken as a result of the analysis. Governors are involved in discussions on targets set by teachers. Analyses of data and teacher assessments are used to inform the planning of teaching and learning programmes.

146. Areas for further development include providing staff training in writing good-quality subject action plans which have well-considered targets and qualitative and quantitative success criteria. The school is also focusing on identifying how evidence can be gathered during the year so that the self-evaluation report is built up gradually rather than produced in full at the end of the year.

147. The self-evaluation document, based on a wide range of evidence produced by the head and staff prior to the inspection, offers a very good range of relevant information and a detailed analysis of all aspects of school life. The document offers a clear identification of priorities for improvement as well as identifying many strengths. All aspects of the evaluation are based on a wide range of supporting evidence which was made available to the inspection team.

148. The inspection team agreed to a marked extent with the school's identification of its strengths and areas for development. The team agreed with the

judgements made by the school in six of the seven questions. The inspection team awarded a higher grade to one question.

149. For the most part, the school's progress in addressing the key issues of the last inspection has been good. Developments in relation to extending good practice in teaching and in planning have been particularly good.

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

**Grade 2: good features and no important shortcomings**

150. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

151. All classes are staffed by suitably qualified teachers, who provide a broad spectrum of experience and expertise. Teachers take responsibility for class teaching and for co-ordinating their specialist subjects. Good use is made of available support, which includes a full-time nursery assistant, two full-time teaching assistants and two part-time teaching assistants. The full-time EMAS teacher, two part-time bilingual assistants and a part-time support teacher for asylum pupils make valuable contributions.

152. The two part-time administrators work efficiently and effectively to ensure that the day-to-day running of the school functions properly. The school is maintained to a high standard of cleanliness by the caretaker, cleaner in charge and ancillary staff.

153. Staff have appropriate job descriptions and there is a strong commitment to undertake continuing professional development guided by local and national initiatives, the SDP and teachers' individual development needs. The good and very good teaching seen in the school reflects the positive effect of the wide range of training courses attended.

154. All subjects and areas of learning are provided with good-quality resources. They are matched to the school's priorities for development and are regularly reviewed by subject co-ordinators. The resources are stored in an orderly manner in individual classrooms and in the central corridors that are accessible to all.

155. Pupils are making good use of the new well-resourced ICT suite but the use of the school's two interactive whiteboards is not yet sufficiently developed to enrich pupils' learning in subjects across the curriculum. Class libraries have an adequate supply of a range of books, but the central library is underdeveloped as a learning resource.

156. The very good use of the local environment, the community, visitors to the school and educational facilities such as museums, galleries and exhibitions enable pupils to benefit from valuable first-hand learning experiences.

157. Effective use is made of all available space. Buildings are generally in good condition and are well maintained. Classrooms are generally of good size. The school halls are restricted in terms of allowing the whole school to gather together and the canteen facilities are very constrained.

158. The school campus is secure, and provides a safe environment for pupils. The Grade 2 listed building is generally in good condition.

159. The walls of classrooms and central areas of the school are enhanced by attractive and colourful displays of pupils' work and achievements. They reflect many examples of extensive work in all areas of the curriculum and the life and work of the school.

160. Spending decisions are well matched to the school's priorities as identified in the school development plan. Spending decisions including the effective investment in ICT equipment have had a positive effect on standards achieved. The headteacher, the SMT, subject co-ordinators and the governing body carefully monitor the impact of spending decisions.

161. Overall, the school provides good value for money.

## **School's response to the inspection**

The governors and staff have considered the outcomes of the Inspection and are very pleased that the findings acknowledge that Lansdowne Primary is a school with a number of strengths and that it has continued to improve since the last inspection.

Inspectors found that the quality of teaching was a major strength and well above the all-Wales targets. This reflects the hard work done by subject leaders to unite the teaching staff and ensure consistency of lesson delivery across the school. In addition, the care and support systems in school are recognised as being good. It is acknowledged that the children participate well in school activities and quality-learning experiences result from the good and very good teaching.

We were delighted that the inspection team found that the nature of relationships and the behaviour and attitudes of pupils were strengths.

We were pleased that the inspection team acknowledge the strength of leadership in the school, which is vital for a school if it is to move forward with everyone involved in the process. The Governors appreciated that the importance of their role and contribution to the process were also noted.

The inspectors recognised that a culture of self-evaluation and the drive towards continuous improvement are strong features of the school. We were pleased that the inspectors agreed with six out of the seven questions and upgraded the other question. This confirmed the success of our self-evaluation processes.

Governors and staff were reassured that there were no surprises; the report recognised and gave credit for all the hard work that has gone into school improvement since the last inspection. It should be noted that the recommendations were recognised in the School Self-Evaluation Process.

An action plan will be put into place to address the issues highlighted in the recommendations and as much of the work has already begun, we are confident that these issues will be addressed.

A copy of the school's action plan in response to the inspectors' recommendations will be sent to all parents.

The annual governors' report to parents will report on the progress we are making with regards to the inspection recommendations.

The Governors and staff of Lansdowne Primary School appreciated the professional and courteous manner in which the inspection team carried out their duties.

## APPENDIX A

### Basic Information about the School

Name of School	Lansdowne Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Norfolk Street, Canton, Cardiff.
Post-Code	CF5 1JY
Telephone Number	02920383184

Headteacher	Mr R.O.W.Edwards
Date of appointment	September 1 <sup>st</sup> 1998
Chair of Governors/ Appropriate Authority	Major Jonathan Roberts
Registered Inspector	Mr B. W. Jones
Dates of inspection	7 <sup>th</sup> – 10 <sup>th</sup> February 2005

## APPENDIX B

### School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	26	46	43	36	55	42	42	39	329

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	2	17

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	1:25
Pupil:adult (fte) ratio in nursery classes	2:13
Pupil:adult (fte) ratio in special classes	
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole School
Term 1	88.31	91.86	93.46	92.17%
Term 2	86.40	92.91	92.07	91.48%
Term 3	88.00	92.40	93.30	92.6%

Number of pupils excluded during 12 months prior to inspection	0
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## APPENDIX C

### Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results 2004			Number of Pupils in Y2 54					
Percentage of Pupils at Each Level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	4	15	59	22	0
		National	0	4	14	63	20	0
ENGLISH: Speaking and Listening	Teacher Assessment	School	0	2	15	56	28	0
		National	0	3	12	63	22	0
English: Reading	Teacher Assessment	School	0	4	15	57	24	0
		National	0	4	14	55	27	0
ENGLISH: Writing	Teacher Assessment	School	0	1	15	67	7	0
		National	0	5	14	69	11	0
MATHEMATICS	Teacher Assessment	School	0	4	19	54	24	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	2	17	65	17	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	76%	In Wales:	80%

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.

W Pupils who are “working towards” level 1, but have not yet achieved the standards needed for level 1.

National Curriculum Assessment KS 2 Results: 2004			Number of pupils in Y6: 36										
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	0	3	17	58	22	0
		National	0	0	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	0	3	16	53	25	0
		National	0	1	0	0	0	0	5	12	42	37	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	0	16	53	31	0
		National	0	0	0	0	0	0	4	19	46	31	0.
	Test/Task	School	0	0	0	0	0	0	0	14	30	53	0
		National	0	1	0	0	0	0	3	15	48	36	0
Science	Teacher Assessment	School	0	0	0	0	0	0	0	8	53	39	0
		National	0.	0	0	0	0	0	2	11	43	37	0
	Test/Task	School	0	0	0	0	0	0	0	3	47	47	0
		National	0	0	0	0	0	0	1	8	51	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:	81%	In the school:	77.7%
In Wales:	71%	In Wales:	72%

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

## **APPENDIX D**

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

The inspection was carried out by a team of three inspectors who spent a total of 9 inspector days at the school.

The deputy headteacher was the nominee who worked with the inspection team.

#### **Before the inspection:**

- meetings were held with the headteacher and staff, the GB and parents who attended the pre-inspection meeting;
- questionnaires were distributed to all parents and the 25 completed questionnaires were analysed, and the inspection team took note of the results;
- school documentation was examined.

#### **During the inspection:**

- evidence of lessons or sessions observed was based on the inspection of classes in a total of 37 lessons or sessions across the age groups;
- other observations included assemblies, registration, playtimes and lunch-time;
- discussions were held with pupils about aspects of their work and life in the school;
- inspectors scrutinised pupils' work from each year group, as well as work in the classrooms and on display around the school;
- post-inspection meetings were held with the headteacher, staff and the GB.

## APPENDIX E

### Composition and Responsibilities of the Inspection Team

<b>Inspector</b>	<b>Type</b>	<b>Key Questions</b>
Mr B. Jones	Rgl	1, 4,5, and 6
Mr.W.Bundock	Team	2,3 and 7
Mr G. Davies	Lay	Contributed to key questions 1,3,4 and 7

### Name and address of contractor

E.G.I.S.,  
Brynheulog,  
Brockweir,  
Chepstow,  
Gwent, NP16 7NQ.

### Acknowledgment

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