

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llandaff City C.I.W. Primary School
Hendre Close
Llandaff
Cardiff
CF5 2HT**

School Number: 6813346

Date of Inspection: 22 January 2008

by

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Llandaff City C.I.W. Primary School was inspected as part of a national programme of school inspection. The purpose of inspection 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 information about the performance of their child's school.

The inspection of Llandaff City C.I.W. Primary School took place between 22/01/08 and 24/01/08. An independent team of inspectors, led by Linda Jane Williams 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.

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

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **short** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 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. Llandaff Church in Wales Primary School is situated in a relatively prosperous area within the ecclesiastical city of Llandaff in Cardiff. Pupils who attend the school come from an extensive catchment area, including the districts of Fairwater and Ely. More than half the pupils come from outside the Llandaff ward. Most pupils come from families living in privately owned accommodation.
2. The governing body controls admission to the school. The school caters for children aged four to eleven years. Pupils are admitted at the start of the academic year during which they will be five and attend full time. At the time of the inspection there were 407 pupils on roll. Numbers have decreased slightly since the last inspection.
3. Baseline assessments undertaken in the first term of entry indicate the ability of the majority of children is similar to or slightly above the LA average.
4. English is the home language for 98 per cent of the pupils. One per cent of pupils speak English as an additional language, and the first languages for these pupils include Cantonese, Greek and Gujarati. One per cent of pupils speak Welsh as their first language.
5. Fourteen pupils are identified as having special educational needs (SEN) and three pupils have formal statements of SEN. One pupil is 'looked after' by the LA. Approximately 6 per cent of pupils are entitled to free school meals, which is significantly below the national and LA averages.
6. The school has achieved the Basic Skills Quality Mark on two occasions, the Investor in People Award and the Silver Wales Quality Award.
7. The head teacher was appointed in September 2007 and the school was last inspected in January 2002. Since the previous inspection, the school building has been extended to provide new early years classrooms, an administration block, changing rooms and a music room. The outdoor area of the school has been developed to allow safe and regular access throughout the day for children under five and pupils in key stage 1.

The school's priorities and targets
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8. The school mission statement is: 'A Christian Community – teaching, learning and caring'.
9. The school's major priorities and targets for 2007 – 2008 include:
 - Preparation for changes in the curriculum.
 - Continuing to develop inclusion.
 - Raising standards by promoting pupil self-assessment, improved standards in bilingualism and developing cultural awareness.
 - Developing involvement in the Healthy School's initiatives.
 - Continuing to develop community links.

Summary

10. Llandaff City Church in Wales Primary School is a welcoming, happy and caring school, which provides good support and guidance for its pupils.
11. The recently appointed head teacher provides outstanding leadership and a very purposeful sense of direction for the school. She has a clear vision for the future which is shared by all staff, parents and the local community.
12. She is very well supported by the deputy head teacher, the senior management team and the governing body. All staff within the school, both teaching and non-teaching staff, work together as an exceptionally close team with a clear commitment to raising standards.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	3
2 How effective are teaching, training and assessment?	3
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	3
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
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

13. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
14. The majority of children's ability on entry to reception is similar to or slightly above the LA average. Assessments undertaken at the beginning of year 1 show that although children make progress in all areas of learning a number of children, particularly the more able, fail to make sufficient progress.
15. Key stage 1 National Curriculum assessment results for 2007 show that 83 per cent of pupils achieved level 2 or above in each of the core subjects of English, mathematics and science, which is only slightly above the national average. The number of pupils achieving the higher than expected level 3 was well above the national average in English, but below the national average in mathematics. No pupils achieved the higher level in science.
16. At the end of key stage 2 in 2007, 85 per cent of pupils achieved level 4 or above in each of the core subjects, which is well above the national average. Results for pupils achieving the higher than expected level 5 are significantly above the national average in all core subjects. A higher percentage of pupils

failed to achieve the expected level 4 in mathematics than in English and science.

17. When the school's results in 2007 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results were in the lowest 25 per cent in both mathematics and science and in the lowest 50 per cent for English. Results in key stage 2 were in the highest 50 per cent in English and science and the lowest 50 per cent in mathematics.
18. As a result of their involvement in setting targets for improvement, pupils in key stage 2 have a good understanding of their particular strengths and weaknesses. They make good progress and are well placed to move on to the next stage of their learning.
19. Targets for pupil attainment in the core subjects are set annually and agreed with the LA. In the vast majority of instances pupils succeed in achieving the targets set. However the consistency in target setting has varied across the school and in some instances targets previously set have provided insufficient challenge to ensure all pupils reach their full potential.
20. Pupils, regardless of their social, ethnic or linguistic background, make steady progress equal to that of other pupils. Special educational needs (SEN) pupils achieve well compared with the targets set for them in their individual education plans.
21. Pupils' behaviour and the respect they show to adults and each other is very good overall. The school has high expectations and there is an atmosphere of mutual respect throughout the school. There are times, such as whole school worship, when behaviour is exemplary.
22. Children under five and pupils in key stage 1 and 2 achieve good standards in the key skills of communication and information and communication technology (ICT). Pupil's numeracy and bilingual skills are less well developed.
23. Pupils make good progress in their personal, moral and wider development. They demonstrate care, respect and support for one another. Members of the school council and pupils in year 6 exercise their responsibilities conscientiously.
24. At 94.4 per cent the average rate of attendance for the three terms prior to the inspection is above the LA and national averages. The vast majority of pupils attend school regularly and arrive on time at the start of the school day.
25. Across the school pupils develop a strong awareness of equal opportunities and a respect for diversity within society. Their knowledge of cultural traditions and awareness of the diversity of beliefs is particularly well developed.

The quality of education and training

26. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	58%	39%	0%	0%

27. Teaching shows good features with no important shortcomings in 61 per cent of lessons observed. The quality of teaching is significantly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons.
28. The overall quality of teaching in early years and key stage 1 has good features but shortcomings in the pace and challenge provided for pupils. In key stage 2 the quality of teaching is good overall and is reflected in the quality of pupil's work.
29. Teaching is effectively supported throughout the school by the good relationships which exist between teachers and pupils in all classes. Well-qualified support assistants provide appropriate support for individual pupils' personal and learning needs.
30. In lessons where teaching is good or better learning objectives are shared clearly with pupils at the start of the session; there is a good level of challenge, closely matched to pupil's differing needs; the pace of sessions is lively; and good use is made of a wide range of interesting resources, including interactive whiteboards.
31. Shortcomings in teaching include over-long introductory sessions; insufficient challenge for pupils; a lack of opportunities for pupils to develop their independent learning skills; and a lack of pace during the sessions.
32. All teaching actively promotes equality of opportunity. However not enough emphasis is placed on providing pupils with opportunities to develop their decision-making and problem solving skills.
33. A comprehensive review of assessment has recently been undertaken and major changes have been implemented to ensure that the process of assessment is accurate and manageable. The initiatives recently introduced are having a significant impact on the assessment of pupil progress, although in some instances they are not yet fully embedded within the cycle of teaching and learning.
34. The curriculum for under-fives is securely based on the Desirable Outcomes for Children's learning and provides a good range of experiences for both indoor and outdoor learning. However, the curriculum does not include sufficient differentiation to ensure that all children reach their full potential.

35. The curriculum for key stage 1 and key stage 2 meets statutory requirements. It provides good access to a range of learning opportunities for all pupils, including those with SEN. The school does not fully meet the learning needs and ability range of all pupils when insufficient challenge is provided in the tasks and activities set.
36. The curriculum is based on a topic approach and is underpinned by schemes of work for each subject. Schemes of work vary in quality. In the best examples they fully support weekly planning, with good depth in the coverage of the National Curriculum. However, in some subjects insufficient guidance is provided to support breadth, continuity and progression between year groups and key stages.
37. The curriculum is enhanced by an extensive range of extra curricular activities, regular off-site visits and visitors to the school.
38. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good.
39. Opportunities for the development of pupil's basic and key skills are identified in teacher's day-to-day planning and within some schemes of work. However the overall planning lacks rigour and valuable opportunities are frequently missed, particularly to develop ICT, numeracy and bilingual skills.
40. The mission statement of the school 'A Christian community-teaching, learning, caring' permeates school life to support and guide learners particularly through worship. Pastoral care is given a very high priority in the school, as are arrangements that contribute to the well being of all pupils.
41. The provision for pupils with additional learning needs is good with many notable features. Appropriate individual education programmes are in place to identify and ensure the best possible support for pupils. Effective support within the classroom and withdrawal groups makes a significant contribution towards the achievement of pupil targets.
42. The school is a good example of an inclusive community and promotes diversity and equal opportunities very well.

Leadership and management

43. The head teacher, working closely with the deputy head teacher and senior management team, provides excellent leadership in all aspects of school life.
44. The governing body is very supportive and meets its responsibilities very well. Governors are fully involved in the life and work of the school. Link subject governors monitor the quality of provision through classroom visits and this has a positive impact on the school's progress and development.
45. The school is aware that there are some minor omissions in the governor's annual report to parents.

46. A culture of self-evaluation is developing well under the new leadership, and incorporates all involved in the school. The self-evaluation report is comprehensive. It identifies strengths and clearly details the evidence sources for the judgements.
47. Some areas for development are not clearly identified in the self-evaluation report and consequently the findings of the inspection team match the judgements made by the school in one out of the seven key questions. In the six key questions where there were differences, the inspection team awarded one grade lower than that allocated by the school.
48. New systems are in place to support the setting of targets for improvement. The school is working to ensure that challenging targets are set, clearly based on the expectation that all pupils will achieve their full potential.
49. The current school improvement plan is a clearly written, realistic working document with appropriate targets for improvement. It identifies clear monitoring procedures to evaluate progress.
50. Overall, the school has made insufficient progress in addressing the key issues from the last report, particularly in improving the pace and challenge of teaching in key stage 1.
51. The school has suitably qualified and experienced teachers who have sufficient knowledge and expertise to teach and support pupils very well in all aspects of the school's curriculum. Support staff are also well qualified in relation to their roles and responsibilities.
52. Day-to-day administrative procedures are smooth and effective.
53. Resources are generally well matched to the needs of pupils. Recently acquired interactive whiteboards are well used as a teaching tool in all classes. A well equipped computer suite is available for timetabled class use and the new library is attractively decorated and well resourced.
54. The school makes good use of the available accommodation. The recently built extension to the school provides a stark contrast to the poor state of the building in the rest of the school. The classrooms are spacious and the school makes effective use of both halls for collective worship, dining areas and for physical education. Attractive displays enhance the learning environment. Outdoor areas are spacious and well used as a learning resource.
55. The head teacher and governors manage the available resources effectively and ensure that spending is linked to priorities identified in the current school improvement plan.
56. Overall the school provides value for money.

Recommendations

57. In order to improve the current standards, staff and governors should:
- R1 Work towards challenging targets for improvement in order to raise standards in early years and key stage 1.
 - R2 Raise standards in the key skills of numeracy and bilingualism.**
 - R3 Improve the quality of teaching by ensuring pace, challenge and opportunities for pupils to develop their independent learning skills.
 - R4 Ensure that assessment fully informs teaching and learning.**
 - R5 Review curriculum planning to provide a framework which supports breadth, balance and continuity in all subjects.**
 - R6 Ensure the Governors Annual Report to Parents fully compiles with statutory requirements.**

** Issues already identified by the school.

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 3: Good features outweigh shortcomings

58. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. Although there are many good features, there are some shortcomings in the standards achieved in early years and key stage 1.
59. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
60. Baseline assessments undertaken within the first term of entry into the reception classes indicate that the majority of children's ability is similar to or slightly above the LA average. Assessments undertaken at the beginning of year 1 show that although children make progress in all areas of learning, a number of children, particularly the more able, fail to make sufficient progress.
61. Key stage 1 National Curriculum assessment results for 2007 show that 83 per cent of pupils achieved level 2 or above in the core subjects of English, mathematics and science which is only slightly above the national average. The number of pupils achieving the higher than expected level 3 is well above the national average in English, but below the national average in mathematics. No pupils achieved the higher level in science.
62. At the end of key stage 2 in 2007, 85 per cent of pupils achieved level 4 or above in all the core subjects, which is well above the national average of 74 per cent. Results for pupils achieving the higher than expected level 5 are significantly above the national figure in all subjects. A higher percentage of pupils failed to reach the expected level 4 in mathematics than in English and science.
63. When the school's results in 2007 are compared with results in schools having similar numbers of pupils entitled to receive free school meals, key stage 1 results were in the lowest 25 per cent in both mathematics and science and in the lowest 50 per cent for English. Results in key stage 2 were in the highest 50 per cent in English and science and the lowest 50 per cent in mathematics.
64. Trends in performance over the past three years show that results at the end of key stage 2 have improved in English and science, but have fallen in mathematics. Results achieved at the end of key stage 1 have fallen over the same period in all core subjects.
65. Results over past years indicate that in some areas, particularly in mathematics at key stage 2, girls have outperformed boys. The school has recently recognised this trend and has taken positive steps to address the issue.

66. Pupils, regardless of their social, ethnic or linguistic background, make steady progress equal to that of other pupils. Pupils with special educational needs (SEN) pupils achieve well compared with the targets set for them in their individual education plans.
67. Targets for pupil attainment in the core subjects are set annually and agreed with the LA. In the vast majority of instances pupils succeed in achieving the targets set. However the consistency in target setting has varied across the school and in some instances targets previously set have provided insufficient challenge to ensure all pupils reach their full potential.
68. Children under-five, and pupils in key stage 1 and key stage 2, achieve good standards in their communication skills. They listen well to their teachers and to other pupils. The vast majority of pupils speak well and express themselves fluently and clearly using appropriate vocabulary.
69. Most pupils demonstrate good writing skills using a variety of styles and presentation in subjects across the curriculum. Many pupils read well and with confidence. They use their reading skills effectively to gather information relevant to projects they are studying and access specific books within the school library.
70. Pupils across the school develop good computer skills during their lessons in the IT suite. In lessons across the curriculum, key stage 1 pupils confidently use digital cameras to record work and successfully interrogate a CD to acquire information on sea creatures. Key stage 2 pupils accurately access information from the internet and correctly use a data handling programme to input and analyse information.
71. Pupils make insufficient progress in developing their numeracy and bilingual skills as they move through the school. Their creative and problem solving skills are also less well developed.
72. Pupils across the school readily acquire new knowledge and skills. They are able to apply this knowledge in new and unfamiliar situations.
73. As a result of their involvement in setting targets for improvement, pupils in key stage 2 have a good understanding of their individual strengths and weaknesses. They are particularly aware of their levels in English and mathematics. The involvement of younger pupils in target setting is at a relatively early stage and consequently their understanding of what they need to do in order to improve is less well developed.
74. Pupils in key stage 2 make good progress in fulfilling their potential and are well placed to move on to the next stage of their learning. Children under-five and pupils in key stage 1 also make progress in many areas, but in some instances do not achieve their full potential.
75. Pupils' behaviour and the respect they show to adults is very good overall. They move sensibly in and around the school and demonstrate a high degree

of maturity. The school has high expectations and there is an atmosphere of mutual respect throughout the school. There are times, such as whole school worship, when behaviour is exemplary.

76. Pupils play together well and relationships with each other are generally very good. Older pupils are sensitive to the needs of their peers and the younger ones. For example playground buddies willingly man the Friendship Stop to ensure that no one is friendless at playtime.
77. In their responses at the pre inspection meetings and questionnaires, parents and governors say that pupils have a strong sense of caring and respect for each other and that behaviour on visits is "impeccable."
78. Behaviour of pupils in reception and key stage 1 sometimes deteriorates towards the end of the very long break at lunchtime, particularly on wet days. Pupils sometimes find it difficult to settle at the start of the afternoon session.
79. At 94.4 per cent the average rate of attendance for the three terms prior to the inspection is above the LA and national averages. Absences are caused mainly by illness, but the overall rate is adversely affected by family holidays in term time and the persistent non-attendance of a very small number of pupils. The vast majority of pupils attend school regularly and arrive on time at the start of the school day, but traffic problems sometimes causes delays for pupils.
80. Pupils make good progress in their personal, moral and wider development. As they move through the school pupils develop a strong awareness of equal opportunities and a respect for diversity within society. Their knowledge of cultural traditions and awareness of the diversity of beliefs is particularly well developed.
81. Pupils have a very good understanding of the world of work and their place in the community because they participate in a good range of projects and parish events, for example they are involved in community projects such as tree planting.
82. Key stage 2 pupils successfully take a role in decision making through their participation on the school council. They had a role in the appointment of the new head teacher; they discuss elements of the school budget and make suggestions for improvements such as the cloakroom areas and playground equipment.
83. Throughout the school pupils have responsibilities as monitors or Helpwr Heddw. Pupils in year 5 and year 6 have responsibilities as trained peer mentors, House Captains and prefects, as well as librarians, learning and Friendship Buddies. They take their responsibilities very seriously and show great commitment to their roles.
84. They develop good social skills through entertaining senior citizens at coffee mornings in school and as tour guides for new families and during open days.

The quality of education and training

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

Grade 3: Good features outweigh shortcomings

85. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. There are shortcomings in the quality of teaching and the use of assessment to support teaching and learning.

86. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	58%	39%	0%	0%

87. Teaching shows good features with no important shortcomings in 61 per cent of lessons observed. The quality of teaching is significantly below the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005-2006, where the quality of teaching in primary schools was grade 1 or 2 in 79 per cent of lessons.

88. The overall quality of teaching in early years and key stage 1 has good features but shortcomings in the pace and challenge provided for pupils. In key stage 2 the quality of teaching is good overall and is reflected in the quality of pupil's work.

89. In the best practice observed the learning objectives, including the skills to be developed, are discussed with pupils in terms that they understand; the level of challenge is matched closely to pupils' differing needs and abilities, including those of the more able; and teaching is well focused throughout the lesson.

90. Teacher's knowledge of the subjects they teach is good overall and in most lessons the timing of introductory teaching, pupil's activities and closing plenary session is appropriate. In some lessons the introductory phase is overly extended with a number of pupils becoming restless.

91. In lessons judged to be outstanding, time management is very effective; there is very good use made of starting points to engage and stimulate pupil's interest from the beginning of the session; and excellent opportunities are planned for pupils to build on their understanding.

92. Overall, teachers employ a good range of teaching and organisational strategies and make good use of a wide range of learning resources. In key stage 2 a higher level of rigor, together with the effective use of a variety of learning styles, actively engages and absorbs pupils fully in their learning.

93. Although many learners have good skills in using ICT, opportunities to ensure that they make full and effective use of ICT in lessons are not always taken.
94. A good feature of the teaching in virtually all lessons is the quality of relationships that exist between all staff and pupils. This effectively fosters learning. Pupils know that teachers value their contributions and this raises pupils' self-esteem and their motivation for learning. However, where children are not challenged sufficiently and kept on task, they become disinterested and less involved in the lessons.
95. Where the teaching is good, teachers plan their lessons well and clearly identify learning objectives. This effectively focuses pupils on their task. Good teaching provides pupils with well-differentiated work matched to their ability and prior attainment. Such lessons have well defined plenary sessions so that pupils become aware of their learning. Overall however, the quality of teaching lacks consistency and whilst all lessons have good features, there are shortcomings in the teaching in a third of lessons.
96. All teaching actively promotes equality of opportunity. However not enough emphasis is placed on providing pupils with opportunities to develop their decision-making skills and their independent learning skills.
97. In the majority of lessons observed teachers use the Welsh language purposefully and pupils react positively to their teachers' questions and instructions. However, insufficient encouragement is given to pupils to respond in Welsh or to use the language incidentally throughout lessons.
98. A notable feature is the expertise of well-qualified support assistants. They provide appropriate support for individual pupils' personal and learning needs and have a positive impact on pupil progress. Where the assistants are well managed by teachers they make a significant contribution to the overall quality of learning.
99. A comprehensive review of assessment has recently been undertaken and major changes have been implemented to ensure that the process of assessment is accurate and manageable. The initiatives recently introduced are having a significant impact on the assessment of pupil progress, although in some instances they are not yet fully embedded within the cycle of teaching and learning.
100. Baseline assessment undertaken during the first term in reception, together with a range of standardised tests, are used to track pupil progress in English and mathematics from reception to the end of key stage 2. This information is further enhanced by assessment opportunities identified each term for English, mathematics, science and religious education. Assessment is well used to identify pupils with SEN. They are monitored closely, with additional support provided if appropriate.
101. A system based on the use of field notes has been in place for a short time throughout the school to record on-going assessments in all subjects or areas

of learning. The system is manageable, but the level of detail recorded varies considerably between subjects and year groups. Currently insufficient use is made of the information recorded to inform future teaching and learning.

102. The accuracy with which teachers assess pupil's work against levels of the National Curriculum has recently been improved by moderation exercises done both within the school and within the local cluster of neighbouring schools.
103. Marking is undertaken regularly in all classes and in the best examples provides clear guidance for pupils on strengths and areas where improvements are needed. In some classes marking is less effective, providing only positive feedback to pupils.
104. Key stage 2 pupils are fully involved in setting targets for their learning in English and mathematics, based on an assessment of their work. A more comprehensive system to ensure pupils make full use of their targets in all subjects is currently being used in one class, prior to a planned introduction across the school. Opportunities for involving younger pupils in the process of assessment and setting targets for improvement are less well developed.
105. Parents are provided with an end-of-year report which meets statutory requirements. Reports are informative, providing a good level of information on progress in each subject or area of learning, together with information on personal progress.
106. Appropriate targets in English and mathematics are included in the reports for key stage 1 pupils. The targets included for key stage 2 pupils vary in the level of detail, and in some year groups provide insufficient guidance on the next steps in pupil's learning. Parents and pupils are given the opportunity to comment on the reports through the inclusion of a feedback slip. Regular opportunities are arranged for parents to discuss their child's progress.

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

Grade 3: Good features outweigh shortcomings

107. The findings of the inspection team do not match the grade 2 judgement made by the school in the self-evaluation report. A number of shortcomings were identified particularly in the breadth, balance and coherence in some aspects of curricular provision.
108. The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can soon be put right.
109. The curriculum for under-fives is securely based on the Desirable Outcomes for Children's learning and provides a good range of experiences for both

indoor and outdoor learning. However, the curriculum does not include sufficient differentiation to ensure that all children reach their full potential.

110. The curriculum for pupils in key stage 1 and key stage 2 meets statutory requirements. It provides good access to a range of learning opportunities for all pupils, including those with SEN. The school does not fully meet the learning needs and ability range of all pupils when insufficient challenge is provided in the tasks and activities set.
111. The curriculum is based on a topic approach and is underpinned by schemes of work for each subject. Schemes of work vary in quality. In the best examples they fully support day-to-day planning, with good depth in the coverage of the National Curriculum. However in some subjects insufficient guidance is provided to support breadth, continuity and progression between year groups and key stages.
112. Work has recently been undertaken to provide a skills-based framework to support the development of pupil's learning skills. However, the framework is not yet fully embedded in all areas of the curriculum.
113. A suitable range of activities are planned to develop aspects of pupil's learning such as creative development and problem solving. For example, pupil's creative development is enhanced through whole school projects, musical productions and opportunities to take part in festivals such as the Sherman and the Glamorganshire Welsh Folk Dance festivals.
114. Specific weeks are also allocated when activities are provided to develop pupil's higher order thinking skills. However, insufficient planning is undertaken to ensure that pupils' problem solving and creative skills are developed across the curriculum on a regular basis.
115. Planning for initiatives that have been introduced to the school has not always been incorporated into schemes of work to ensure that they fully impact on pupil's learning. Policies for a number of subjects have not been kept under review.
116. Opportunities for the development of pupil's basic and key skills are identified in teacher's day-to-day planning, and within some schemes of work. However the overall planning lacks rigour and valuable opportunities are frequently missed particularly to develop numeracy and bilingual skills.
117. An extensive range of extra curricular activities is available to all pupils, including creative, physical and musical activities. Regular off-site class visits are made to Cardiff Bay, Llandaff Cathedral, museums and castles. A residential visit is also made annually by Year 6 pupils. These activities successfully complement and extend the curriculum.
118. The quality of provision for the development of pupils' spiritual, moral, social and cultural development is good. Social and moral provision is developed through a good quality programme of personal and social education, including

the use of circle time and the involvement of pupils in the life of the school as a community, for example as friendship buddies and as members of the school council.

119. Extensive opportunities are provided for pupils to develop their understanding of cultures other than their own through subject areas, whole school assemblies and occasions such as One World Week. Good opportunities are also provided to support pupil's spiritual development.
120. The delivery of the curriculum is well supported by homework which is provided for all pupils.
121. Partnerships with parents, the local community and other schools are good. Communication with parents is enhanced by a curriculum newsletter for each year group, which is provided each half term. A small number of parents work within the school providing good support within classrooms.
122. Links with the community have recently been developed and opportunities are planned to broaden and extend pupil's learning through these links. Pupils are currently taking part in the national survey of British birds. They have erected nest boxes in the reclaimed garden and use organic recycled bird food for their research. They have involved parents and the community in their survey well.
123. The school has a very strong link with its feeder high school and is an active member of a cluster of local schools. The school works well with other schools on various projects particularly those which support the transition of pupils between schools.
124. Strong links have also been developed with a number of initial teacher training institutions. These links are used positively to support the school's strong emphasis on the continuing professional development of all staff.
125. The school meets all legal and course requirements.
126. The school's partnership with industry is very good. The school has a suitable written industry policy and there are strong links with Careers Wales. As a result, all staff including teaching assistants, have benefited from at least one industrial placement in a variety of settings that enhance their professional development and support their teaching and management skills. Pupils later participated in projects and gained Construction Industry Training Board (CITB) awards.
127. Pupils benefit from carefully planned visits, visitors and workshops that help to enhance their awareness of the world of work, both past and present, and further strengthen the school's partnership with the community. This begins in the early years when children work with "people who help us" such as community police, the clergy, the school nurse and cook.

128. Pupils in both key stages visit local places of employment such as Rookwood Hospital and Insole Court, as well as places further afield such Penarth Pier and lifeboat station, the water treatment plant at Cog Moors and the Cosmeston nature reserve.
129. Pupils' work, for example in art, is enhanced through working with an artist in residence. Year 5 pupils are working towards the Art Mark award through participation at workshops in Cardiff Old Library. Their work in other curriculum areas, such as science and music, is enhanced through working with scientists and musicians.
130. Good attention is paid to the '*Cwricwlwm Cymreig*', the Welsh dimension to the curriculum, through programmes of study in subjects such as music and art. For example, pupils study the work of Welsh designers and artists such as Laura Ashley, Drew Guest and Kyffin Williams in art lessons and a professional harpist recently performed for the children.
131. The school strongly promotes equal opportunities. Pupils, irrespective of their social background, gender, disability, or ethnicity, are positively included in all appropriate school activities.
132. Pupils are developing a good understanding of sustainable development and an awareness of conservation issues, through recycling and compost projects in the school and in the community. They care for the environment and make it attractive through their work in the gardening club. The school is currently redeveloping the garden with valuable support from the community service volunteers and working towards the bronze Eco School award.
133. Pupils' awareness of global citizenship is raised through the school's link with a school in Africa, their studies in religious education and geography, as well as fundraising events and their recent participation in the One World Week initiative.
134. The school acts in a sustainable way. There are notices on all light switches and push taps in cloakroom, and the school purchases goods from recycled materials where possible.
135. All pupils have the opportunity to take responsibility by undertaking monitor roles that support the school's sustainable development and healthy lifestyle programme.
136. The school council provides pupils with a voice in the school. Representatives from year 3 to year 6 develop team building and negotiating skills and pupils are developing a good understanding of value for money. Initiatives such as the fresh fruit snack pass supports the school's work on healthy lifestyles.
137. Older pupils develop their entrepreneurial skills when they make gifts for sale at the Friends Association Christmas and summer fairs.

138. The school attends very well to national priorities for lifelong learning and community regeneration. Pupils gain credits with the Kid's College and Cardiff Children's University through their involvement in a wide range of after school activities. They go out into the community to entertain, for example the choir sings at Rookwood Hospital and Shelter Cymru.
139. Since her appointment, the head teacher has developed firm links with local community groups and societies that are very much appreciated. The local community is invited to school events and the head teacher holds regular meetings with community representatives.
140. Community groups available for children in the locality, such as the Brownies, Spanish, Yoga clubs, choral societies and very recently Sports Stars Wales, have regular use of school premises.

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

Grade 2: Good with no important shortcomings

141. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. One grade lower was awarded on the basis that no outstanding features were identified.
142. The mission statement of the school 'A Christian community - teaching, learning, caring' permeates school life to support and guide learners, particularly through worship. Pastoral care is given a very high priority in the school. Ninety seven per cent of parents who completed the pre-inspection questionnaire agreed that their children are happy in school. The school very carefully monitors and supports its pupils' personal progress and makes effective use of external services when necessary.
143. The school works well in partnership with parents, carers and many outside agencies such as pupil support services, the police and the school nurse. Parents' opinions are encouraged and valued. Their views are sought informally at any time and formally through surveys and open evening. They are sent half termly information leaflets and monthly newsletters. Parents have been invited to information evenings covering numeracy and literacy.
144. The procedures for new pupils joining the school are very effective. Parents are given the opportunity to see around the school and are shown how subjects are taught in class. The school works closely with the Busy Bees playgroup and teachers visit the playgroup regularly. There is a rolling programme to allow new pupils to visit the school during the summer term, and a staggered entry is arranged in September so that all pupils have a chance to settle.
145. The school provides high quality personal support and guidance for pupils through the school's personal and social education provision and The Values for Life through Worship programme. The peer buddy system promotes good

behaviour during playtimes. The systems for monitoring behaviour are very successful, with prompt action taken to address any that is inappropriate.

146. The school effectively promotes healthy eating and lifestyles. The school council initiated arrangements for fruit snacks to be available at playtimes. Pupils also learn the importance of healthy eating and good hygiene in science lessons and from health professionals who visit the school. Many children attend the breakfast club which is available each morning.
147. The school gives the highest priority to arrangements that contribute to the well being of all pupils. Risk assessments are carried out for all educational visits and there are appropriate arrangements for first aid.
148. The head teacher and deputy head teacher are the fully trained and experienced child protection officers. A governor is also allocated responsibility for child protection. Child protection procedures are included in a teachers' handbooks which is available for all staff, including supply staff, who work within the school. Some aspects of training are insufficiently developed for a very few members of staff.
149. There are very effective policies and procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The school has a positive behaviour policy. It has worked with staff, parents, pupils and governors to produce and implement an anti-bullying policy together with strategies and procedures to prevent incidents of unacceptable behaviour. The recently trained peer mentors and friendship buddies help to resolve conflicts and ensure no one is friendless at play times and lunch time. Pupils have a role in devising class and playground rules. All adults in the school are very good role models.
150. Pupils' attendance and punctuality is carefully monitored. The school sets targets for attendance and works very closely with the Education Welfare Officer, supporting a very small number of families that give concern. The school provides parents with regular reminders of the detrimental effects of lateness and absenteeism on pupils' learning.
151. Pupils' behaviour is very closely monitored, and when required action is taken to support pupils who may experience difficulties. Arrangements to encourage pupils to behave well are generally effective. This is evident in the good standards of pupils' behaviour. The school reports that instances of bullying are very rare, but incidents and outcomes of unacceptable behaviour, as well as parents' concerns, are carefully recorded. There have been no exclusions for many years.
152. The school council is well established and effective in providing a voice for all pupils. Meetings are held at least each half term and good arrangements are in place which enable all pupils to bring matters to the attention of their elected members. Members of the council make carefully considered decisions regarding many issues connected with the running of the school. Good

communication exists between the council, all pupils, senior management and the governing body.

153. The provision for pupils with additional learning needs is good with many notable features.
154. The special educational needs co-ordinator (SENCo), together with the head teacher and staff, ensure good procedures are in place for the early identification of learners with additional needs. Detailed information on pupils is gained from a range of commercially produced materials and teachers' day-to-day assessments. This information is very carefully analysed to produce appropriate individual education programmes and to identify and ensure the best possible support for pupils. For example, a number of pupils receive extra support through effective intervention programmes for improving pupils' language and reading skills.
155. Pupil targets are succinctly written and in many instances in a format that the pupils can understand for themselves. This enables children to take ownership of their learning and evaluate the progress they have made.
156. Effective support within the classroom and withdrawal groups makes a significant contribution towards the achievement of pupil targets. Good structures have been established for sharing information between teachers and support staff, ensuring continuity and progression in work. The school is sensitive to issues of inclusion and plans effectively for a variety of specific needs. Well qualified learning support assistants ably assist teaching staff in providing suitable, differentiated work for pupils and allow them to fully access the curriculum.
157. Great emphasis is placed on the partnership between home and school in reviewing specific needs and in enabling pupils to make good progress within a positive and encouraging learning environment. The educational psychologist and other professionals work closely with the school to support pupils very effectively.
158. A whole school approach of praise and reward engenders a positive school ethos. Staff and parents work closely to ensure that appropriate support is provided for those learners whose behaviour might impede their progress or that of others. Very few pupils have any obvious behavioural difficulties and the few that do are managed very well by staff.
159. The school is a good example of an inclusive community. All staff are aware of the diversity in the pupils' social and cultural backgrounds. Teachers act appropriately on their knowledge and use this effectively to meet the needs of all pupils.
160. The school has well planned and documented procedures for dealing with race equality and equal opportunities. Policies and practices actively promote gender equality. All pupils are encouraged and enabled to take part in the activities provided by the school.

161. All pupils have access to school life, visits and sporting activities. A disability access survey involving pupils, prospective parents and governors has been carried out in order to prioritise what action needs to be taken. The school is currently developing a clear Disability Equality scheme and action plan.
162. The school promotes diversity and equal opportunities very well. A very good range of activities are provided for pupils through personal, social and religious education that enable them to develop a sound understanding of diversity and equal opportunities.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good with no important shortcomings

163. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
164. The grade awarded for this key question is higher than that awarded to key question 1 because the full impact of the initiatives introduced recently by leaders and managers is yet to be fully reflected in pupils' standards of achievement.
165. The recently appointed head teacher provides outstanding leadership and a very purposeful sense of direction for the school. She has a clear vision for the future which is shared by all staff and has recently been discussed with parents and the local community.
166. She is very well supported by the deputy head teacher, the senior management team and the governing body. All staff within the school, both teaching and non-teaching staff, work together as an exceptionally close team with a clear commitment to raising standards; this is an outstanding feature.
167. The aims of the school successfully promote equality of opportunity and a respect for all. This is evident in the life of the school, with signs clearly displayed throughout the school encouraging visitors to support this aspect of the school's work.
168. The school takes good account of national priorities. It has achieved the Basic Skills Quality Mark and promotes the importance of healthy lifestyles through a number of school initiatives. A free breakfast club is available to all pupils each morning and the school is successfully working towards introducing the Foundation Phase.
169. The school works closely with other providers of education, including the local high school, the consortium of local church schools and colleges of further education. Work undertaken as part of the consortium of schools has included a number of initiatives to support the transition of pupils to the high school.
170. New systems are in place to support the setting of targets for improvement, both for individual pupils and for whole school improvement. The school is working in consultation with the LA to ensure that challenging targets are set, clearly based on the expectation that all pupils will achieve their full potential.
171. Procedures in place for undertaking the performance management of teaching staff are well established. Effective systems are also in place to manage and improve the performance of non-teaching staff. Staff meet annually with

senior management to review their performance and agree targets for development.

172. All staff are involved in on-going training and are well supported by the management of the school. Although staff benefit personally from training undertaken, the impact of training on provision across the school lacks structure in order to ensure that the school benefits as a whole from the training undertaken.
173. The governing body is very supportive and meets its responsibilities very well. Governors are fully involved in the life and work of the school. They are very experienced and well informed and have the determination to ensure that the school continues to develop and provide a high quality of education for all its pupils.
174. There are regular meetings and reports from the head teacher. Link subject governors monitor the quality of provision through classroom visits and there are regular presentations by curriculum leaders. This has a positive impact on the school's progress and development.
175. The school prospectus is currently being revised to ensure it will comply with requirements. The school is aware that there are some minor omissions in the governor's annual report to parents.

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

Grade 2: Good with no important shortcomings

176. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. One grade lower was awarded on the basis that no outstanding features were identified.
177. A culture of self-evaluation is developing well under the new leadership, and incorporates all involved in the school. The governors work closely with the head teacher, analysing the information that she prepares for them. As a result of subsequent discussions and suggestions, matters of key importance are included in subsequent plans. The current School Improvement Plan is a clear, realistic working document based on a careful audit of provision.
178. The school's self-evaluation process now involves all members of staff, governors, parents and pupils. The views of the community are well voiced through the governing body. Questionnaires sent to pupils and parents, as part of the school's self-evaluation process, highlight areas of satisfaction or concern.
179. Subject leaders are generally aware of strengths and weaknesses in the subjects for which they are responsible. They hold discussions with colleagues, monitor teachers' planning and pupils' work, and take account of

information from assessment. However, although a regular monitoring programme to observe lessons exists, feedback often lacks the necessary rigor to impact on raising the quality of teaching in key areas.

180. Pupils are encouraged to think and evaluate what they have achieved during their learning. The school council is a forum that allows pupils' views to be heard constructively. Pupils have been very involved in the exciting playground developments and can talk about the difference this has made to their enjoyment of school life.
181. Performance management is well established and job descriptions note in detail the specific roles and tasks of senior and middle managers, teachers and support staff. The process sets targets for all staff and impacts positively on whole school improvements.
182. The school makes good efforts to evaluate its performance. It uses national and local data to target areas that need improving, for example the under achievement of boys in mathematics, and takes appropriate action.
183. The self-evaluation report prepared for the inspection is comprehensive. It identifies the strengths and clearly details the evidence sources for the judgements.
184. Some areas for development are not clearly identified in the self-evaluation report and consequently the findings of the inspection team match the judgement made by the school in its self-evaluation report in one out of the seven key questions. In the six key questions where there were differences, the inspection team allocated one grade lower than those allocated by the school.
185. The current School Improvement Plan is a useful, clearly written document which focuses on appropriate targets for improvement. The main priorities are linked directly to the information included in the self-evaluation report. The plan includes detailed actions, success criteria, timescales and resource implications. The acquisition of resources is costed and linked to the school's priorities. Clear monitoring procedures to evaluate progress against the plan are also included.
186. Overall, the school has made insufficient progress in addressing the key issues from the last inspection report. Good progress has yet to be made in relation to strengthening the role of the subject leader; improving the quality of teaching, particularly in the pace and challenge of lessons; and ensuring that the key skills of ICT and numeracy are embedded in subject schemes of work.

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

Grade 2: Good with no important shortcomings

187. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. One grade lower was awarded on the basis that no outstanding features were identified.
188. The grade awarded for this key question is higher than that awarded to key question 1 because the full impact of the initiatives introduced recently by leaders and managers is yet to be fully reflected in pupils' standards of achievement.
189. The school has suitably qualified and experienced teachers who have sufficient knowledge and expertise to teach and support pupils very well in all aspects of the school's curriculum. Support staff are also well qualified in relation to their roles and responsibilities.
190. Teachers and support staff identify training needs and attend relevant courses that contribute effectively to developing their subject knowledge and skills.
191. The planning, preparation and assessment time allocated to teaching staff is well organised, with two senior members of staff providing the majority of cover. This ensures that standards are maintained during this time. Teachers make good use of their non-contact time.
192. Day-to-day administrative procedures are smooth and effective. The classroom assistants and all the other ancillary staff make a very good contribution to the quality of learning. The school has been awarded the Basic Skills Quality Mark.
193. Resources are generally well matched to the needs of pupils. Recently acquired interactive whiteboards are well used as a teaching tool in all classes. A well equipped computer suite is available for timetabled class use. The school is aware of the need to extend the use of computers to assist pupils with their learning across the curriculum, but at present there is not an adequate supply of computers for pupils to access during lessons.
194. The school makes good use of the available accommodation. The recently built extension to the school provides a stark contrast to the poor state of the building in the rest of the school. Attractive displays enhance the learning environment. Some Welsh phrases and vocabulary are displayed in most classes but Welsh captions are not integral parts of class or whole school displays.
195. The classrooms are spacious and the school makes effective use of both halls for collective worship, dining areas and for physical education. Tasteful murals in the halls enhance their use for collective worship. The new library is

attractively decorated and well resourced. Another resource room is available for group work and murals depict diverse cultural traditions.

196. The school is clean and well maintained. The field and playgrounds are spacious and well used as a learning resource, for example in science and art lessons. The outdoor area for key stage 1 is used extensively as an area to develop practical and physical activities, as well as problem solving opportunities. The outdoor area for reception pupils provides regular, planned access throughout the day.
197. The head teacher and governors manage the available resources effectively and ensure that spending is linked to priorities identified in the current School Improvement Plan. They review and monitor resource requirement in accordance to identified priorities.
198. Workload initiative funding is used to provide support for teachers and to reduce their administrative load. Support staff are managed effectively in order to maximise pupils' learning experiences.
199. Performance management systems are used to identify the training needs of all staff. Some teachers have made use of The General Teaching Council's bursaries to fund in-depth training and some support staff are following courses with Higher Education institutions.
200. Overall the school provides value for money.

School's response to the inspection


We are pleased to note the judgements that Llandaff City Church in Wales Primary School is a 'welcoming, happy and caring school, which provides good support and guidance for its pupils' and that our resources are 'managed effectively'.

We are also pleased to note that four of the six inspection recommendations have already been identified by the school.

The Governing Body, the head teacher, all staff and the whole school community are determined to address all the recommendations for the benefit of the children in our care. The Governing Body will monitor progress carefully both in relation to these six recommendations and the broader objectives within the school improvement plan.

All members of the school community are committed to sustaining recent improvements, to raising standards and becoming the flagship school that we aspire to be. All of this work will be undertaken in the context of our mission statement. A *Christian Community Teaching, Learning and Caring*.

We will ensure that Llandaff City Church in Wales Primary School remains a school with a highly distinctive Christian ethos, which supports every pupil in attaining his or her academic and personal potential.



Appendix 1

Basic information about the school

Name of school	Llandaff City C.I.W. Primary School
School type	Primary
Age-range of pupils	4 – 11 years
Address of school	Hendre Close, Llandaff Cardiff
Postcode	CF5 2HT
Telephone number	02920565932

Head teacher	Mrs. K. Bates
Date of appointment	September 2007
Chair of governors/ Appropriate authority	Mrs. H. Biggin
Registered inspector	Mrs L. J. Williams
Dates of inspection	22 – 24 January 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	58	60	60	60	51	60	58	407

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

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	24:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2007	N/A	94	94
Summer 2007	N/A	93	95
Spring 2007	N/A	94	95

Percentage of pupils entitled to free school meals	6
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:			58	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	3	9	52	36
		National	0	3	13	62	20
En: reading	Teacher assessment	School	0	5	7	47	41
		National	0	4	14	55	27
En: writing	Teacher assessment	School	0	5	24	59	12
		National	0	5	14	68	12
En: speaking and listening	Teacher assessment	School	0	2	9	53	36
		National	0	2	10	63	24
Mathematics	Teacher assessment	School	0	2	15	71	12
		National	0	2	10	64	23
Science	Teacher assessment	School	0	2	10	88	0
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	83	In Wales	81

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007							Number of pupils in Y6		72		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	1	4	38	56
		National	0	0	0	0	1	4	16	48	30
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	0	0
		National	0	1	1	1	1	4	18	50	25
Mathematics	Teacher assessment	School	0	0	0	0	0	1	14	41	44
		National	0	0	0	0	0	3	14	48	33
Science	Teacher assessment	School	0	0	0	0	0	0	4	51	45
		National	0	0	0	0	0	2	12	52	34

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)	
by teacher assessment	
In the school	85
In Wales	74

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

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of 11 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 31 lessons or part lessons;
- All classes;
- Acts of collective worship; and
- Extra-curricular activities.

Members of the inspection team had meetings with:

- Staff, governors and parents;
- Senior managers, teachers, support staff and groups of pupils; and
- Pupil groups, including the School Council, Prefects, Friendship Buddies and House Captains.

The team also considered:

- The school's self-evaluation report;
- 100 responses to parents' questionnaires;
- Comprehensive documentation provided by the school before and during the inspection; and
- A wide range of pupils' past and current work, over all year groups.

The inspection team also:

- Held discussion with pupils about their work; and
- Observed pupils' behaviour throughout the day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Linda Jane Williams Registered Inspector	Context Summary and recommendations Contributions to Key Questions 1, 2, 3 and 5.
Mr Jeff Beecher Team Inspector	Contributions to Key Questions 2, 4 and 6
Mrs Buddug Bates Team Inspector	Contributions to Key Question 1, 2, 4 and 7
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, 4 and 5.
Nominee Mrs Kathryn Bates	Contribution to team meetings and provision of documentation.

Contractor:

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Acknowledgement

The inspection team would like to thank the head teacher, staff, governors, pupils and parents of the school for their co-operation and courtesy throughout the inspection.