

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

**A Report on the Quality of Education in**

**Llanedeyrn Primary School  
Wellwood  
Llanedeyrn  
Cardiff  
CF23 9JN**

**School Number: 6812094**

**Date of Inspection: 23 – 26 April 2007**

**by**

**Glyn Gaskill  
5539**

**Date of Publication: 04 June 2007**

**Under Estyn contract number: 1121906**

**© Crown Copyright 2007: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Llanedeyrn 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 Llanedeyrn Primary School took place between 23/04/07 and 26/04/07. An independent team of inspectors, led by Glyn Gaskill 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:

<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

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 **standard** 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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	3
<b>Recommendations</b>	8
<b>Standards</b>	9
Key Question 1: How well do learners achieve?	9
<b>The quality of education and training</b>	13
Key Question 2: How effective are teaching, training and assessment?	13
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	15
Key Question 4: How well are learners cared for, guided and supported?	18
<b>Leadership and management</b>	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	24
<b>Standards achieved in subjects and areas of learning</b>	26
Welsh second language	26
Mathematics	27
Science	28
Geography	29
Art	30
Physical education	31
<b>School's response to the inspection</b>	33
<b>Appendices</b>	
1 Basic information about the school	
2 School data and indicators	
3 National Curriculum assessments results	
4 Evidence base of the inspection	
5 Composition and responsibilities of the inspection team	

## Context

### The nature of the provider

1. The school serves areas of Llanedeyrn in Cardiff, providing for boys and girls from the age of three to eleven. The number of pupils on roll is 336 which includes 45 part-time children in the nursery class. The total number on roll has been relatively steady over recent years but went down a little in the current year. Children are admitted to the nursery shortly after their third birthday. Overall, the attainment of children on entry to the nursery is below average, particularly in their communication skills.
2. The overall socio-economic background is below average. Thirty-six per cent of pupils are registered for free school meals. This is well above the all-Wales average of 20 per cent. The school feels there are a significant number of pupils who are eligible but are not registered for their entitlement to free school meals. Some 38 per cent of pupils have special educational needs. This number is well above average. There are 21 pupils with statements for special educational needs covering a wide range of learning difficulties. There are two special resource classes which provide for 19 of these pupils with statements.
3. The ethnic background of four out of five pupils is white British with the remainder coming from a broad range of other ethnic backgrounds, including a significant Bangladeshi population. Four out of five pupils have English as their home language. The linguistic background of the rest of the pupils draws from five languages from the Middle and Far East with a very small number having Welsh as their home language. Fifteen pupils have support for their use of English as an additional language.
4. The school was last inspected in July 2001. The head teacher was in post at the last inspection. An internal appointment was made for an acting deputy head teacher in September 2006 as the permanent post holder is on secondment to the local education authority.
5. The school has received many awards including the *Basic Skills Quality Mark*, the *Investors in People Award*, the *Eco School* silver award, the *Understanding Disability Award* and the *Quality in Study Support* at advanced level.

## **The school's priorities and targets**

6. The school aims to work in partnership with parents and the community to provide a happy and caring environment in which pupils develop an enthusiasm for learning and reach their potential.
7. The school's priorities for improvement include the continuation of:
  - raising standards in mathematics across the school;
  - making assessment procedures more effective;
  - making full, year round use of the outside play areas in early years;
  - raising standards in information and communications technology across the school and
  - implementing development plans for all subjects.

## Summary

8. Llanedeyrn Primary School is an outstanding beacon of excellence in the way it makes use of the community to extend and broaden pupils' learning and, in turn, provides for the needs of pupils' families and the wider community. Pupils and adults of all backgrounds are given many opportunities and much encouragement to take part in what the school offers. Pupils make good progress in their academic learning and exceptional progress in their personal development. The school has extremely appropriate arrangements for the well-being of its pupils. Overall, good progress has been made since the last inspection. The inspection team considered the school had been too reserved in two of the judgements it made in its self-evaluation report and awarded a higher grade in each. The team agreed with the remainder of the school's judgements.

### 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?	1
4 How well are learners cared for, guided and supported?	1
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?	1

### Grades for standards in subjects inspected

9. Pupils' standards of achievement in the lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	74%	16%	0%	0%

10. Pupils' overall standards of achievement in these lessons is significantly better than the 2007 targets set out in "The Learning Country 1".
11. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

12. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

<b>Subject</b>	<b>key stage 1</b>	<b>key stage 2</b>
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

13. Overall, pupils of all abilities, ages and backgrounds make good progress in their learning.
14. Children enter the nursery with below average attainment but make good, and often very good progress as they move through the nursery and reception classes.
15. Pupils' key stage 1 overall results [the core subject indicator] in 2006 were well above the average for other similar schools and slightly above the average for all schools. In recent years, there has been a steady upward trend in results overall.
16. Pupils' overall results at key stage 2 in 2006 were above the average for similar schools but well below the average for all schools. The results for those pupils who do not have statements for special educational needs and have been in the school since year 3 was just below the average for all schools but well above the average for similar schools. Overall results have improved over the last three years.
17. In both key stages girls tend to do better than boys in English and mathematics but the school and pupils are working hard and are reducing the gap. Performance in science is similar for both boys and girls.
18. Across the school, pupils make good use of their communication, mathematics and information technology skills to help them learn in other subjects.
19. Pupils respond well to basic instructions in Welsh and use Welsh in greetings but they do not sufficiently use Welsh in informal situations.
20. Pupils' creative skills are outstanding. There are good aspects of pupils' skills in problem solving but in mathematics these skills are not as good as they could be.
21. In the core subjects of English, mathematics and science, pupils have a good understanding of what they need to do to improve because they have personal targets.
22. Pupils have good attitudes to their work and their behaviour is very good. They make outstanding progress in their personal development.

23. Pupils show exceptionally good understanding of the diversity of beliefs, religions, cultures and the local community.
24. The level of pupils' attendance is below average. A significant reason for this is that, in addition to sickness, pupils taking holidays during term time. Absence is particularly affecting the progress a minority of pupils. A small number of pupils arrive late at the start of the school day but punctuality is good during the day.

## **The quality of education and training**

### **Grades for teaching**

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

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	73%	13%	0%	0%

26. The overall quality of teaching across the school compares very well with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training.
27. Throughout the school, teachers and learning support assistants work very well together which results in pupils making good, overall progress. An outstanding feature is the very positive way parents respond to invitations to work alongside pupils in school and support them in their learning at home. This aspect is particularly remarkable in early years and key stage 1.
28. Planning for lessons is extremely thorough and successfully takes into account the needs of pupils of all backgrounds and abilities.
29. Without exception, teachers make use of targets for pupils' learning in their planning and teaching. In the majority of lessons this challenges and guides the work of pupils well.
30. There are many good examples of teachers asking pupils challenging questions so that pupils explain what they understand.
31. In all classes, work is regularly marked, often with encouraging comment. In the best examples of marking, pupils are given written or verbal guidance on how to improve and pupils respond as directed.
32. From year 1 onwards, teachers ensure pupils have targets in the core subjects of English, mathematics and science. This very positively helps pupils learning but does not always let them make their own decisions on the next steps to take in their learning.
33. Teachers make good use of Welsh for greetings, instructions and display notices.

34. In the nursery and reception classes, there are well established assessment systems which are effectively used to help children make good progress.
35. In key stages 1 and 2, the school has recently re-developed its assessment procedures. Procedures for assessing in English, mathematics and science are very thorough but in the other subjects not as detailed. Aspects of these assessment systems are demanding on administration time but plans are in hand to simplify matters.
36. In the special resource classes there are detailed procedures for keeping an eye on pupils' progress and taking appropriate action where needed.
37. Parents are well informed about their children's progress.
38. The school provides pupils with an exceptionally rich curriculum which is equally accessible to all. The new mathematics schemes are thorough but have not had enough time to raise standards.
39. The school offers an extensive range of well-attended, good quality out-of-hours clubs which most effectively promote pupils' learning. Provision at breakfast club is exceptional. These activities, together with a great number of educational visits, contribute significantly to outstanding provision.
40. The school has a exceptional and very effective range of links with parents and the community.
41. Overall, provision for pupils' personal, social, moral, spiritual and cultural development is outstanding. Pupils' knowledge of the culture and heritage of Wales is promoted well but bilingualism is not promoted as well as it could be.
42. Overall, the way in which pupils are cared for, guided and supported in outstanding. The induction arrangements for pupils starting at the school are excellent.
43. Newsletters from school to parents are of an unusually high standard and there is an excellent website.
44. Bullying is not seen as a problem by both parents and pupils as they have confidence that, should instances arise, they will be dealt with fairly and swiftly.
45. The school's provision for meeting the needs of all pupils with additional learning needs is good, and fully meets the special educational needs Code of Practice for Wales.

### **Leadership and management**

46. All school staff, the governors and parents share the common aim to provide the best for pupils and the community.

47. The head teacher provides outstanding leadership. All staff with management and leadership responsibilities are very effective in their work. The governing body is well organised and effectively meets its statutory responsibilities.
48. The school successfully plans for continual improvement.
49. Taken together, the well managed, well qualified, committed and enthusiastic whole school staff is an outstanding feature of the school.
50. The economic and efficient use of available resources together with the efficient management of school finances is outstanding. The quality of accommodation and the way it is used and internally maintained is outstanding. Overall, learning resources are good. The school provides very good value for money.

## Recommendations

In order to further improve the school needs to:

- R1 \*Improve standards in mathematics in key stage 1 and key stage 2.
- R2 \*Continue to develop manageable and consistent procedures for assessment so that they promote the progress of individual pupils across the curriculum.
- R3 Improve pupils' attendance.
- R4 Improve pupils' use of bilingualism.

\*The school has identified these as areas for development.

A very small number of health and safety issues were raised with the school during the inspection and brought to the attention of the governors.

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

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

#### Grades for standards in subjects inspected

52. Pupils' standards of achievement in the lessons observed for the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	74%	16%	0%	0%

53. Pupils' overall standards of achievement in these lessons are significantly better than the 2007 targets set out in "The Learning Country 1" which states: "*Standards of achievement are at least satisfactory in 98 per cent of classes we inspect*" (i.e. Estyn grade 3) and "*Standards of achievement are good or very good in 65 per cent of classes we inspect*" (i.e. Estyn grade 1 and 2).
54. The overall quality of educational provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.
55. In key stage 1 and key stage 2, pupils' standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 2	Grade 2
Mathematics	Grade 3	Grade 3
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Art	Grade 1	Grade 1
Physical Education	Grade 2	Grade 2

56. Overall, pupils of all ages and backgrounds make good progress in their learning.
57. Children enter the nursery with low scores in their baseline assessments. Their communication skills and knowledge and understanding of the world outside their immediate environment are limited. It is to the credit of the school that children in both the nursery and reception classes make good, and often very good progress, and have such a good start to their school life. They are eager to participate in their learning and to explore the world around them because of the richness of the creative and investigative experiences that are provided for them.

58. At the end of key stage 1, in 2006, pupils' overall attainment at the expected level 2 and above in all the National Curriculum assessments [the core subject indicator] was well above average in comparison with schools nationally having the same free school meals entitlement. English was well above average and science and mathematics were above average. In comparison with all schools nationally, overall attainment at the expected level 2 and higher was slightly above average, attainment in English was just above average and in mathematics and science was slightly below average. Pupils' attainment at the higher level 3 was similar to the national average in mathematics and science but below in English. In recent years, there has been a steady upward trend in results overall.
59. At the end of key stage 2 in 2006, the overall attainment for pupils in year 6 in all the National Curriculum assessments [the core subject indicator] at the expected level 4 and higher was above average in comparison with schools nationally, having the same free school meals entitlement. In the same comparison, English was above average, science was just below average and mathematics was below average. In comparison with all schools nationally, all aspects of performance were well below average. At the higher level 5, pupils' results in all three subjects were below national averages. The school met its statutory targets for pupils' overall attainment and also their attainment in English and science but was just below the target for mathematics. Overall attainment [the core subject indicator] has improved over the last three years.
60. There is a significant number of pupils, ranging from 20 to 30 per cent in each year group, who join the school during key stage 2. In addition, the published National Curriculum assessment data includes all those pupils from the resource based learning class. The National Curriculum assessment data for those pupils who have been in school for the whole of key stage 2 and do not have statements for their special educational needs, shows a much more positive picture. For these pupils, their 2006 overall attainment was just below that of all schools nationally and in the top 25 per cent of schools having a similar free school meals entitlement.
61. In both key stages, boys tend to under perform, relative to girls, in English and mathematics. The school is well aware of this and has invested in support programmes which are having a very positive effect on the progress of the under-attaining boys. Performance in science is similar for both boys and girls. Pupils who use English as an additional language make good progress in their use of English. In mainstream and the special resource classes, pupils with special educational needs make good progress toward the targets set for them. Higher attaining pupils make appropriate progress.
62. Across the school, the under-fives and pupils in key stages 1 and 2 have good listening skills. They respond quickly to instructions and thoughtfully consider points made by adults and other pupils in lessons and during other activities. Pupils' speaking skills are less well developed and lack a range of appropriate vocabulary and sentence structure when responding in class. When pupils are given scripts to perform in school productions their speaking is very good.

63. In all classes, pupils' reading skills are good. They read about a wide range of topics, using books and the Internet, for independent research relating to their lessons. Pupils make good use of their writing skills across the curriculum. They often write at length, for example when describing their work in science.
64. Pupils apply their mathematics skills well across the curriculum. There are many examples of the correct use of data tables and graphs in both geography and science. By year 6 pupils cope well with graphs containing more than one line. Measurements are carefully carried out in science and design technology.
65. Across the school, pupils make very effective use of information and communications technology to effectively promote their learning in subjects. Reception children produce stunning images of mini-beasts using drawing programs. Significant and effective use is made digital cameras, both video and still, by pupils to record and view what they do in lessons. The use of both pupil-produced videos and those made by the physical education in school sport initiative have a particularly positive effect on standards in physical education. Spread sheets and data bases are used effectively in mathematics and science.
66. Pupils respond well to basic instructions and requests in Welsh and use Welsh in greetings. However, their confidence in their own oral skills is not always secure enough for them to use Welsh on a regular basis in informal situations.
67. Pupils' creative skills are outstanding. The under-fives produce bold, well-formed colourful paintings. Pupils' work with visiting artists and performers stimulates work of a very high standard in the visual and performing arts from many world cultures. This work includes rock music, samba, Caribbean celebration, dance to celebrate the end of Ramadan and a very rich range of artwork which significantly enhances many areas of the school, both indoors and out.
68. There are positive aspects of pupils' skills in problem solving, particularly in science and physical education, but in mathematics these skills are not as good as they could be.
69. In the core subjects of English, mathematics and science, pupils have a good understanding of what they need to do to improve. This is because personal targets have been introduced in these subjects this school year. In addition, pupils respond well to written and verbal comments from their teachers. The work of pupils is generally neat and well presented with pupils taking great pride in their work but there are instances where it is not as organised as it could be. This is where there are several worksheets or an exercise book is used for more than one subject. This makes evaluation of their progress difficult to follow. Pupils have good attitudes to their work and enjoy many aspects of lessons and clubs. These aspects make a positive contribution to pupils' lifelong learning.

70. Pupils are very familiar with the rewards and sanctions which the school uses to promote positive behaviour and attitudes. Pupils value the rewards and appreciate the need for rules to keep them safe and secure. They work and play very well together and are polite and courteous to adults. Overall, pupils' behaviour is very good. However, a very small number of older pupils in key stage 2 tend to lose their concentration in group activities but remain attentive in whole class activities. There has been one exclusion in the last year.
71. Pupils make outstanding progress in developing their personal and social skills and in their moral and wider development. Relationships between pupils and adults are exceptionally positive throughout the school. Pupils' spirituality is developed extremely well through their involvement in school productions, assemblies and many creative activities. Pupils provide positive support for local, national and international charitable causes. They carry out their responsibilities conscientiously, ranging from the help they provide as class monitors to being active members of the school council or Eco club. They are sensitive to the needs of others and know how to respond if they see pupils upset or lonely.
72. Pupils show exceptional awareness and understanding of the diversity of beliefs, religions and cultures present in today's society. They adopt mature attitudes, for their age, and recognise the need to treat everyone fairly and without discrimination. Pupils show, and practise fair play and consideration for others and have very good moral values. Pupils react very positively to the totally inclusive ethos of the school.
73. Pupils' knowledge and understanding of the workplace is good and of the local community is exceptional. In lessons they discuss the different work people do and the ways in which people look after and care for their community. Pupils are actively and enthusiastically involved in many community activities. They meet many parents and members of the community who are in school frequently when they support learning or share expertise.
74. The level of attendance for the last full school year (2005/6) averaged at just above 90 per cent which is about the same as it was at the time of the previous school inspection. This is below the average for all schools nationally and just below the average for similar schools nationally, based on free school meals entitlement. During the most recent two terms, attendance averaged just above 92 per cent and this matches the school's attendance target well.
75. Pupils taking holidays during term time, which the school discourages, and pupil sickness are the main causes of pupil absence. Absence is particularly affecting the progress of pupils who use English as an additional language and also those who have special educational needs. With the exception of a small number of pupils, pupils arrive on time at the start of the school day. Punctuality is good during the school day allowing lessons to start promptly. The school takes appropriate account of National Assembly of Wales Circular 3/99.

## The quality of education and training

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

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

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

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
14%	73%	13%	0%	0%

78. The overall quality of teaching across the school compares very well with the findings of the 2004-2005 Annual Report of Her Majesty's Chief Inspector of Education and Training which states: *In primary schools, teaching is good or better in 79 per cent of lessons, of which 18 per cent of lessons have outstanding features.* This is a good improvement since the last inspection.

79. Throughout the school relationships between pupils and adults are exceptional. This most effectively promotes pupils' good progress and positive attitudes to their work. Learning support assistants are well involved in the planning for teaching and they are effective in their work. An outstanding feature is the very positive way parents respond to invitations to work alongside pupils in school and support them in their learning at home. This aspect is particularly remarkable in early years and key stage 1.

80. Planning for lessons is extremely thorough and successfully takes into account the needs of pupils of all backgrounds and abilities. Planning also ensures, most effectively, that separate classes in the same year group receive identical curriculum entitlement. Lessons are routinely evaluated and, where required, the evaluations effectively guide future planning. All staff successfully apply up-to-date knowledge of developments and approaches to teaching and learning in subjects and areas of learning. Very good use is made of digital photography to effectively promote pupils' pride and progress in their work.

81. Without exception, teachers make use of learning objectives in their planning and teaching. In the best examples, one, or at most two, clear and precise learning objectives are shared with the class at the start of the lesson and the objectives guide learning activities and discussion throughout the lesson. The objectives are reviewed at the end of the lesson giving teachers and pupils a good indication of the progress made in learning and promoting pupils' self-evaluation. On occasions, learning objectives are not as clear as they might be and the pace of the lesson slips as the purpose loses focus.

82. There are many good examples of teachers asking pupils challenging questions to explore pupils understanding or let them give their opinions. At times, this questioning only gives opportunity for brief answers and reduces progress in pupils' speaking skills.
83. In all classes, work is regularly marked, often with encouraging remarks. In the best examples of marking, pupils are given written or verbal guidance on how to improve and pupils respond as directed. From year 1 onwards, pupils are given targets in the core subjects of English, mathematics and science. This helps them to concentrate on what they need to do to improve but does not always offer guidance on how they can make their own decisions on the next steps to take in their learning.
84. Staff in the nursery and reception classes carry out regular and thorough assessment of the children's progress against criteria firmly linked to the Desirable Outcomes for Children's Learning. These records are kept up to date and provide a valuable source of information when the pupils move forward to their next stage of learning in key stage 1.
85. In key stages 1 and 2, the school has recently re-developed its system of tracking and assessing pupils' achievements, progress and attainment. The procedures for assessing attainment within the core subjects of English, mathematics and science are very thorough and well structured. There is regular and frequent testing in these subjects using a good range of procedures. A very thorough, paper-based system to record the outcomes of these assessments is becoming established. Staff use this information to keep an eye on the progress of groups and individuals, taking appropriate action where needed. For example, this approach has been used to identify pupils having particular difficulties in mathematics and English and make provision to effectively boost their progress. Plans are well in hand to replace the paper-based recording system with an electronic one with the intention of increasing efficiency. The methods of assessing pupils in the subjects other than the core subjects, relies on individual teachers making comments in 'field notes' of pupils who are performing outside the range of expectations.
86. In the special resource classes there are detailed procedures for identifying pupils' progress by means of indicators, which include recording their achievements in working towards level one in the National Curriculum programmes of study.
87. Teachers have met together and spent a considerable amount of time coming to agreement about matching a wide range of pupils' work against National Curriculum levels of attainment. There is a good match between the work and levels. This assessed work is kept in subject portfolios as a record of agreed standards for all staff to use as reference. Teachers make effective use of these portfolios when assessing pupils' attainment and also indicating areas for improvement. At present this system is demanding on administration time but plans are in hand to streamline procedures.

88. The quality of the annual report parents receive on their child's progress is good and meets statutory requirements. Parents are formally invited to discuss their children's progress with the teachers twice a year. Parents state they are welcome to discuss their child's progress with teachers at any time and feel they are kept well informed about their child's achievement. Parents and carers of pupils with special educational needs are well informed and have full access to consultations and reviews. The school fully complies with the statutory requirements for reporting and recording assessment.

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

<b>Grade 1: Good with outstanding features</b>
--

89. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
90. This school makes considerable efforts to provide the best possible experiences for all its pupils, regardless of their backgrounds. All pupils have equal access to everything the school provides and effectively meets their needs and aspirations. Because so much is done to add to the richness of pupils' educational experiences and to foster their love of learning, this key question is given the highest grade.
91. The curriculum is well organised, balanced, relevant and meets statutory requirements. Schemes of work for all subjects and areas of learning are of a good quality and are constantly under review. There have been several successful revisions of schemes of work since the last inspection. This has had a positive effect on standards, notably on geography at key stage 2. The new mathematics schemes are thorough but the full impact on pupils' standards of learning has yet to be realised.
92. The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
93. Provision for the development of pupils key skills is good, overall. These aspects have been carefully threaded through medium and short term planning and this is ensuring good development, overall, in pupils' learning. The school acknowledges, however, that more still needs to be done to develop speaking across the curriculum.
94. The school offers an extensive range of well-attended, good quality out-of-hours clubs which most effectively promote pupils' learning before, during and after the school day. These include several sporting activities, dance, music, Welsh, art, mathematics, science, cookery and gardening clubs. Provision at breakfast club is exceptional with many pupils and adults taking part and enjoying wonderful 'themed' breakfasts, such as marking patron saints days and sporting events. Significant amounts of money are raised for worthy

causes at these breakfasts. Staff, parents, governors and members of the wider community, all make very positive contributions to these clubs. These activities, together with residential experiences and a great number of educational visits in the locality and further afield, contribute significantly to exceptional provision.

95. An outstanding feature of provision, well above what is normally seen in schools, is the significant number of parents and grandparents who work alongside their own children during lesson time on a weekly basis. These adults have been trained by staff and a teacher works alongside them during these sessions. This work starts in the nursery class and continues to the end of year 2 with a main focus on learning in literacy. The total involvement of the parents in their children's learning is so positive that the impact on pupils' standards of writing is exceptional.
96. Visitors from the community bring a wealth of expertise and experience of different skills and cultures to the school. They have a considerable impact on pupils' understanding of different cultures, standards and enthusiasm for learning. For example, when pupils in key stage 2 work with a visiting artist to compile vibrant and exciting collages, representing the multi-cultural school community, standards of achievement are exceptional. Pupils in year 5 work with a Caribbean band, the standard of their performance, singing and dancing is very high, and their learning benefits from this exciting, fun, multi-cultural experience. When older pupils experience celebrations to mark the end of Ramadan, they learn much about other cultures but also about underlying common issues in all cultures.
97. Overall, provision for pupils' social, moral, spiritual and cultural development is outstanding. Provision for pupils' personal, social and health education is well planned for and is a strong feature of school life. The school provides appropriately for pupils' awareness of personal safety, such as substance misuse issues. Sex education follows the school's policy. Teachers make every effort to let pupils know that their contributions are valued and that their views are taken seriously, for example when they make decisions in the school council and Eco committees. Very good opportunities are provided for pupils' spiritual development. Prayers are said at different times of day, moments of quiet reflection and collaboration in music making contribute well in this area. The school effectively promotes well-known codes of behaviour, a respect for living things, collaboration in teamwork and caring for those less fortunate promotes pupils' firm moral stance.
98. Pupils' cultural experiences are outstanding. An exceptional range of multi-cultural experiences support the inclusive ethos of the school and provide yet another outstanding feature of provision. Pupils from ethnic minorities work with the ethnic minority support teacher and their parents, throughout the year. They celebrate their cultures and faiths, in a variety of ways, including *Bollywood* style dance, role play of well known Islamic stories, a fashion show, art and craft work, food tasting and performances in assemblies.

99. The partnership that the school has developed with parents is first class and is one of its major strengths. The school is providing for a small group of parents to gain a European certification of competence in information technology. Parents were keen to tell the inspection team about the wide range of family learning classes, which are organised for the benefit of parents and their children throughout the year. These include, parent and toddler groups, development of mathematics and language through play, family literacy and numeracy, a writing club, support for special educational needs and learning with mums for English as an additional language pupils. These events are very well organised. Parents say they value this provision very much because it has helped them to help their children learn, but also has increased their own skills. Parents who have been volunteer helpers in classes are given the motivation to gain paid employment as learning support assistants because of the support and guidance they received from the school.
100. The previously described outstanding and exceptional range of parents' workshops, classes, classroom support and curriculum events contributes significantly to the school's exceptional promotion of lifelong learning and community regeneration.
101. The school is truly at the heart of its community. Close and effective links are maintained with a wide variety of community groups such as churches, local designers and artists, theatre groups, fire and police service, school nurse and the library. The school also enjoys effective working partnerships with other local schools, particularly the local comprehensive school, where exceptional transition arrangements have been developed. Links for special educational needs provision with the secondary school and support agencies are strong. Work with the local physical education in school sport initiative group has had a very beneficial effect on the continuing professional development of teachers and pupils' standards in physical education. Successful partnerships have been developed with higher education facilities, which are equally beneficial, for example, when pupils visit for sports days and to participate in a wide range of sporting activities.
102. Staff use greetings and instructions in their lessons to enhance pupils' awareness and learning of Welsh. There is also a wide range of words phrases displayed in classrooms and around the school. However, there are insufficient informal and incidental opportunities for pupils to actively use the language in appropriate contexts throughout the school day.
103. Pupils have a good understanding of the culture and heritage of Wales, known as *Y Cwricwlwm Cymreig*. All schemes of work make reference to this area. For example, in art, an extensive range of Welsh artists are studied and in geography pupils make comparisons of different places in Wales. The school Eisteddfod and the '*Popeth yn Gymraeg*' after-school club provide excellent opportunities for the pupils to experience traditional and contemporary aspects of Welsh culture.
104. Visitors to the school and visits to local industrial and commercial sites provide opportunities to broaden and enrich pupils' work related education. Links with

local industry and businesses are well established and effective. There has been no industrial placements for teachers to use their experiences to enhance the curriculum.

105. The school has very high expectations of all its pupils and actively, positively and most enthusiastically promotes all aspects of equality. This is a very strong and outstanding feature of the school. Stereotyping is continually challenged whenever it is identified. Policies for equal opportunity and racial equality are consistently and sensitively implemented, and fully meet statutory requirements. Extremely good links with external agencies help support any socially disadvantaged pupils. Every pupil is treated as an individual, is encouraged to participate fully in all activities and no pupil is barred from any of them.
106. There is a comprehensive policy on sustainable development and global citizenship and provision is extremely good. Both aspects are promoted very well through the personal and social education curriculum and geography. Promotion of global citizenship is developing very well through assemblies, visitors to the school, pupils' enthusiastic response to international charities and their keen understanding of multiculturalism. There are long established links with a school in Rwanda. An exchange of letters between pupils of the two schools brings home the great similarities of children across the world but also the very different situations they find themselves in. The school is actively involved with the *Healthy School* initiative. Teachers actively promote recycling and energy conservation. The hard work of the Eco committee has resulted in the school progressing well to the green flag status. Pupils' entrepreneurial skills are developing well with pupils, particularly in year 6, involved with several initiatives and raising funds for the school and charities.

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

<b>Grade 1: Good with outstanding features</b>
--

107. The team did not agree with the school's grade 2 in its self-evaluation report but considered there were exceptional features of provision in this area, sufficient to raise the judgement to grade 1.
108. Pupils are particularly well cared for, guided and supported by dedicated staff. This is a very significant feature of the school. Regardless of ability, race, gender or home background, the school provides a very happy, welcoming and friendly environment for pupils to learn and play.
109. The parents' questionnaire responses showed that all parents were satisfied with the help and guidance their children received with over half stating they strongly agree. Pupils also feel they are well cared for. The school plans and manages its care arrangements and support services exceptionally well. It quickly identifies and effectively reacts to individuals' needs and requirements, extensively using its extremely good links with external agencies appropriately.

110. Outstanding relationships and partnerships exist between pupils, staff, parents and the local community. The school operates an 'open door' policy and parents are invited to attend two parents' evenings per year. The meetings are well attended.
111. The school informally seeks parents' and pupils' views and opinions on a range of relevant matters. A good home/school agreement is in place. Overall, despite there being no formal parents' association, parental and community support for school events and activities is exceptional.
112. Written communications and newsletters from school to parents are of an unusually high standard making good use of colour and photographs which generate interest. The school also has an excellent website which is kept up-to-date with information about many aspects of school life.
113. The induction arrangements for pupils joining the school and the transfer arrangements for pupils moving from each subsequent year to the next year are excellent. Staff strive to find out all they can about the children so that any concerns can be addressed quickly. Comprehensive and exceptionally high quality 'welcome packs' are provided to pupils when they join the nursery, progress to the reception class and progress further to the main part of the school. These arrangements lead to pupils settling into the school and into their new class very quickly and happily. The transfer arrangements for pupils moving from year 6 to the high school are very well established.
114. Learning support assistants work very effectively to meet pupils' particular needs and requirements. The exceptional relationships between staff and pupils and the good level of mutual trust enables the provision of high quality support and guidance. Health education and personal safety related topics are contained in the school's comprehensive personal, social and health education programme, which is consistently followed across the school.
115. The school makes extremely good use of all available specialist services. For example, the educational welfare officer, police, nurse, hair hygienist, dental hygienist, and educational psychologist visit the school when required.
116. The school expects pupils to attend regularly and punctually and the system for recording attendance is generally effective. Registers are marked promptly at the start of the morning sessions, with many children responding in Welsh. Pupils' attendance, punctuality and behaviour are routinely monitored. Pupils' arriving late, and their parents, are challenged regarding their lateness when they arrive in school. However, the procedures for identifying and dealing with pupils' unexplained absences lack rigor and urgency. Parents are discouraged from taking their children on holiday during school term time.
117. Good attendance, punctuality and behaviour is recognised and celebrated during the achievement assemblies every week. Pupils look forward to these assemblies and display their rewards with great pride.

118. The school has high expectations of good standards of behaviour and has effective methods for dealing with bullying or inappropriate behaviour. Bullying is not seen as a problem by both parents and pupils as they have confidence that, should instances arise, they will be dealt with fairly and swiftly. The few pupils who display challenging behaviour are supported appropriately. The positive behaviour policy is consistently applied throughout the school.
119. There is a very effective school council which takes its responsibilities seriously. It is well organised with clear procedures for the election of representatives and has officers who take on particular duties, such as chair and secretary, for the council. It has been very successful in organising fund raising events for charities and promoting good behaviour.
120. The school gives appropriate priority to pupils' health, welfare and safety and within school provides a safe and secure environment for pupils to learn and play. Risk assessments are undertaken regularly. All school staff are trained in emergency first aid. Good procedures are in place to fully meet the needs of pupils who are unwell or who have suffered an injury whilst in school.
121. The head teacher is the designated child protection co-ordinator, the deputy head teacher is the nominated substitute and there is a nominated governor. There is an appropriate child protection policy in place. Staff have received relevant training and all are fully aware of specific procedures to follow.
122. The school has a range of very effective equality policies. All pupils, from all social backgrounds, cultures, race and ability, are fully integrated and accepted without question and actively encouraged pupils to take part in all the school offers. All equality related policies are comprehensive and meet statutory requirements.

### **The quality of provision for additional learning needs**

123. The school's provision for meeting the needs of pupils with additional learning needs is good, and fully meets the special educational needs Code of Practice for Wales. The school has a thorough and comprehensive procedure for early identification of pupils who may be underachieving or who may have additional needs.
124. The school also houses the local education authority maintained special resource base in two special resource classes, where the pupils receive good support and provision, meeting their wide, varied and often complex needs. The pupils are referred to the special resource base by the local education authority and are fully included in all aspects of the school's provision whenever appropriate.
125. The emphasis on early identification, supported by the school's assessment procedures has ensured that the needs of any pupil who may be in need of further support is identified and addressed through a variety of supportive strategies within the school.

126. All special educational needs pupils have appropriate individual education plans, clearly identify their learning needs which are known to all support staff and teachers. The targets are reviewed termly and all relevant information is gathered to assess whether the pupils have reached their targets.
127. The special educational needs co-ordinator, class teachers and learning support assistants work well together to ensure that pupils' needs are met.
128. The 'looked after pupils' all have a personal learning plan and the head teacher attends all relevant meetings on a regular basis. Their provision meets statutory requirements.
129. The school does not have a written policy of identifying and meeting the needs of the more able and talented pupils. However, all staff suitably plan challenging work for those pupils who are more able and provide appropriate strategies to meet their needs.
130. The school has established good procedures to ensure that pupils with behaviour difficulties do not impede their own or other pupils' progress. This is done through a series of appropriate staged responses, which emphasise positive good behaviour strategies, and are well known to pupils and staff throughout the school. These strategies are effective in monitoring behaviour and ensure that pupil disruption is kept to a minimum.
131. There is outstanding provision for ensuring the inclusive education for all pupils.

## Leadership and management

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

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

132. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
133. All school staff, the governors and parents share the same set of clear, common aims and values to provide the best for pupils and the community. This includes a most strong commitment to equality of opportunity for all pupils and adults, a very caring ethos and enabling all pupils to reach their full potential.
134. The head teacher provides outstanding leadership in the way he energetically and very effectively involves himself with staff, pupils and parents in the constant pursuit of the high ideals of providing the best for the school and community. The acting deputy head teacher effectively takes on roles of significant responsibility. The senior management team plays an important part in the strategic development of the school.
135. Staff with leadership and management responsibilities know their roles well and are given management time to carry out their work. They have a good understanding of standards and what is being taught in their areas of responsibility. These arrangements very effectively improve provision and raise standards. The school sets challenging targets which it meets successfully.
136. The continuing professional development of teaching staff is tied in very closely to well established performance management systems and the school improvement plan. This ensures the needs of the school and the individual teacher are well met. All learning support assistants have individual performance interviews with the head teacher. The caretaker has a similar interview with the chair of governors and the head teacher. The school effectively provides for the induction of newly qualified teachers.
137. The governing body is well organised and involves itself in the work of the school well. It is ably led by an active chairperson and all governors are very familiar with their roles. It carries out its duties as a critical friend well. Governors listen carefully to what the head teacher and other professionals linked to the school tell them. If they feel that the information they are given is not what it could be they probe with questions or requests. For example, at their request they have alternative budgets produced for them so several optional strategies for the development of the school can be considered. Governors are well informed about the standards in pupils' work. Overall the school takes good account of national priorities. The governing body effectively meets its statutory responsibilities.

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

<b>Grade 2: Good features and no important shortcomings</b>
---

138. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
139. The school has established a rigorous and effective culture of self-evaluation, which draws on the views of all interested parties. The process is firmly established on the ESTYN seven key questions model, and is used to prioritise areas and to plan for further improvement.
140. All curriculum leaders and co-ordinators are provided with a monitoring timetable and this contributes greatly to the process of self-evaluation by regular monitoring of the performance of pupils, through subject reviews. This involves consideration of teachers' planning and standards seen in pupils' books. Evidence of the quality of classroom teaching and learning comes mainly from performance management systems.
141. Each leader and co-ordinator draws up an evaluation report, identifying strengths and areas for further development within their subject. These outcomes are simply but effectively presented on a single sheet for each subject or area of responsibility. The senior management team consider all suggestions and present a draft of main priorities. This is a well established and effective system.
142. Although the parents do not formally participate in the self-evaluation procedures, the school's strong links with the community ensures that the parents are given time, informally, to express views, opinions and suggestions. The school listens to the parents and takes their viewpoints into consideration when formalising its self-evaluation procedures. The pupils' voice is effectively heard through questionnaires and through the meetings of the school council.
143. Governors are kept well informed about standards. There is a designated governor for each curriculum area and all governors annually scrutinise samples of pupils' work, in discussion with teaching staff. Governors actively consider statutory target setting and receive regular reports for the head teacher. The governing body's finance committee evaluates the cost of implementing any new school improvement plan and evaluates progress and development against the agreed budgetary costs. The full governing body comments upon the draft priorities for improvement adding its own ideas. They consider and approve the final school improvement plan and use this well to check progress towards targets. The school is successful in meeting the challenging targets it sets for development.
144. The school improvement plan contains all the expected components for development planning but lacks any quantitative aspects to measure success.

The plan includes two formats with the format entitled 'action plans' being easier to follow.

145. The school's self-evaluation report produced for this inspection follows the Estyn framework for seven key questions and, for the most part, keeps to the focus outlined under each question. Governors took an active part in formulating the report. With the exception of key questions 4 and 7 the inspection team agreed with the school's findings. Where the team disagreed it considered provision in these areas to be good with outstanding features. The team considered nature of care, support and guidance for its pupils to be exceptional and the school underestimated its strength in managing and using resources.
146. The school has made good progress since the last inspection and has successfully addressed the key issues from the last inspection report.

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

<b>Grade 1: Good with outstanding features</b>
--

147. The overall findings of the inspection team differ from the Grade 2 judgement made by the school in its self evaluation report. The inspection team considered the school had underestimated its strengths in this area.
148. The school employs an appropriate number of qualified and experienced teachers who deliver a broad and balanced curriculum. The arrangements for their deployment and responsibilities are very well managed. Curriculum leaders make an important contribution to the operation of their subject areas. All staff are deployed efficiently, ensuring the best is made of their time, expertise and experience. There are effective staff development procedures in place to improve standards and the quality of teaching and learning.
149. Arrangements for teachers' planning preparation and assessment time are very well managed. Effective cover is provided with all involved staff being clear as to their roles and responsibilities. These arrangements are having a positive impact on pupils' learning.
150. Teaching and learning throughout the school are significantly strengthened by a team of committed and enthusiastic learning support assistants. They are well deployed within the school and make a very valuable contribution to planning, teaching and pupils' progress.
151. The office staff provides very efficient and highly effective administrative support. The caretaker and cleaners maintain a very high standard of cleanliness throughout the building. All mid-day staff play an important part in the well-being of pupils, including healthy eating.
152. Taken together, the well managed, well qualified, committed and enthusiastic whole school staff is an outstanding feature of the school.

153. Overall, the school provides a good level of learning resources suitable to meet the needs of all its pupils. In art they are particularly good. All resources are well organised and readily accessible. Regular curriculum audits are undertaken to identify and address any resource needs.
154. The overall quality of accommodation and the way it is used and maintained is outstanding. Accommodation is very spacious. Internally the school building is bright, clean and exceptionally well cared for. Walls throughout the school are decorated with high quality displays that celebrate pupils' achievements both in their work and at play. The two large halls provide good facilities for collective worship, physical education and communal activities. In addition there is a designated community room. Classrooms are of a good size. There are two large library areas, with one under refurbishment. Very good use is made of all available space. This has a positive impact on pupils' achievement and attitudes.
155. Children in the reception and nursery classes have good access to outdoor learning areas. This effectively promotes their achievement in all areas of learning. Outdoor tarmac areas provide adequate space and are appropriately marked. Good use is made of the generous playing field. However, there are limited shaded areas to protect pupils from the sun.
156. The economic and efficient use of available resources together with the skilful management of school finances is outstanding.
157. In liaison with the local authority finance officer, the head teacher and governors ensure that spending decisions are related to priorities for improvement. Much thought is put into setting the budget. A modest surplus of funds has been earmarked to maintain present staffing levels within a slightly falling school population. This is to ensure class sizes remain relatively small and consist, as far as practicable, of single aged pupils. The head teacher has regular meetings with subject leaders and with governors to ensure the school makes economic and effective use of resources. Day-to-day finances are managed highly effectively by the school's office staff.
158. Taking into account the pupils' standards of achievement together with the outstanding contribution the school makes to the community, the school provides very good value for money.

## Standards achieved in subjects and areas of learning

### Welsh second language

**Key Stage 1 – Grade 2: Good features with no important shortcomings**

**Key Stage 2 – Grade 2: Good features with no important shortcomings**

#### Good features

159. Most pupils make good progress and show enthusiasm when using Welsh in formal situations. They use suitable greetings, and pronounce words and phrases with appropriate expression and respond appropriately to requests indicating good listening skills.
160. In key stage 1, pupils respond well when asked to state their names and when stating their food preferences, using targeted words within a simple sentence pattern. They correctly identify words indicating means of transport, as well as including these in phrases. They use the names of colours appropriately to describe the appearance of some transport vehicles and the more able describe vehicles with two colours accurately. Many pupils describe weather conditions correctly, and state what they did on holiday, using the past tense of verbs. Pupils in the special resource class for infants correctly match the names of toys to their pictures.
161. Many younger pupils in key stage 2, ask a variety of questions using correct vocabulary and structure and reply appropriately, both in a positive form and also using negative replies. They acquire a good range of vocabulary based on selected themes, and use these words appropriately in their oral work. Correct use is made of prepositions in their sentences. Simple dialogues are read with confidence. Pupils in the special resource class for juniors appropriately question and reply about personal preferences, such as their favourite food.
162. Less able pupils use prepared sentence structure cards to good effect to support their work in creating simple sentences. The more able pupils show confidence in including their own vocabulary and become less dependent on worksheets as language prompts.
163. Most older pupils in key stage 2, correctly use words and a variety of sentence patterns to complete a given, incomplete sentence. They read a range of books with confidence and appropriate expression. When stories are read to them, they show a good understanding the text through appropriate replies to comprehension questions.
164. Many older pupils are confident in writing a letter. They read their work using good intonation and pronunciation. Most pupils use connectives appropriately to join two sentences or phrases. The more able pupils show excellent reading skills, and use extended sentences and phrases to good effect.

#### Shortcomings

165. There are no important shortcomings.

## Mathematics

### Key stage 1 – Grade 3: Good features outweigh shortcomings

### Key stage 2 – Grade 3: Good features outweigh shortcomings

#### Good features

166. In key stage 1 the majority of pupils make good progress in their understanding of number and money. Pupils confidently identify odd and even numbers, add and subtract accurately and make appropriate progress in exploring a range of number patterns. Year 1 pupils quickly identify missing numbers in number sequences up to twenty. By the end of the key stage, most pupils answer simple multiplication facts accurately. Most pupils count in twos, fives and tens correctly up to fifty. Pupils confidently recognise halves and quarters in relation to shaded shapes as parts of a whole. Most pupils record their mathematical work neatly and accurately.
167. Key stage 1 pupils make appropriate progress in estimation as they develop their understanding of measurement. Year 2 pupils develop a good understanding of time in half hour intervals with higher attaining pupils telling the time in quarter hours. Pupils in the special resource class for infants correctly sequence repeating patterns of colours. Many pupils make good progress in relation to simple problem solving skills relating to money when using coins to purchase items and giving and receiving the correct change.
168. Most year 1 pupils confidently recognise common two-dimensional shapes and are aware of the difference between the properties of squares and rectangles. Many year 2 pupils correctly identify three-dimensional shapes and are aware of their respective properties. Year 2 pupils are beginning to create simple bar graphs and pictographs, for example their preference for various spreads on toast. The majority of pupils interpret graphs appropriately.
169. Key stage 2 pupils develop an appropriate mathematical vocabulary and make good progress in developing their understanding of place value. Several make steady progress in using their multiplication tables and in developing their mental quick thinking skills when related to simple everyday mathematical problems. Many understand what each digit represents in a three digit number and most position three digit numbers into hundreds, tens and units correctly. Nearly all pupils tell and record time accurately even when challenged with a classroom timepiece that is purposely set fifteen minutes behind the actual correct time. Pupils in the special resource class for juniors correctly decide what can be bought for a given amount of money and choose the appropriate number operation for word problems.
170. Pupils develop an appropriate understanding of negative numbers through their work on temperature. The majority of pupils across the key stage make good progress in their understanding and use of fractions. In year 3, most pupils correctly use halves, quarters and thirds. Several year 6 pupils have a

good understanding of the relationship between equivalent fractions, decimals and percentages.

171. Throughout key stage 2, most pupils develop a good knowledge of the associated properties of two and three-dimensional shapes. Pupils in year 4 begin to develop an understanding of symmetry when related to simple two-dimensional shapes. The majority of older pupils in key stage 2 develop a good understanding of area and perimeter. They plot and read co-ordinates correctly.
172. The majority pupils in key stage 2 make good progress in using and creating different types of graphs. Pupils in classes focus well in interpreting the information available in graphs.

### **Shortcomings**

173. In many classes, pupils lack confidence when undertaking problem-solving activities.
174. A significant number of older key stage 2 pupils do not manipulate number facts quickly and accurately.
175. At times, pupils depend too heavily on worksheets when they record their findings and present their calculations in a limited number of ways.

<b>Science</b>
----------------

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

176. Throughout the school, pupils have a good understanding of the principles of fair testing, making predictions, often with valid reasoning, presenting data in appropriate tables and graphs and drawing valid conclusions from the data. In the best investigative work, pupils also raise their own questions or ideas to explore. Their use of careful practical work features well in all classes and pupils make good use of relevant scientific vocabulary.
177. In key stage 1, the youngest pupils thoroughly study how ice melts in different conditions. They are surprised when the ice wrapped in a coat stays solid the longest time, because they know that coats keep you warm. Good principles of thermal insulation are being established here. Pupils consider the effect of simple forces on materials. They know about healthy and unhealthy foods and what a plant needs to grow well. Pupils in year 2 correctly classify objects as being natural and manufactured and study the effect of heat on different materials. They carefully record how hot water cools in containers lagged with different materials. Their understanding of how to protect themselves from too

much sunshine is very thorough. In the special resource class for infants, pupils correctly match the properties of different materials to their use.

178. Pupils in year 3 have a practical understanding of how the size and direction of forces affects the movement of objects. They have a thorough knowledge about sources of light and appropriate understanding of simple reflection. Pupils have a very good understanding of the diversity of living things, particularly regarding animals with backbones. In year 4, pupils extend this work with good consideration of the functions of the human skeleton. These pupils also have a good understanding of how force is measured and how the weight of an object is affected by gravity. Pupils' have a secure knowledge of the differences between solids, liquids and gases and they have a good practical understanding of evaporation and filtering. Pupils in the special resource provision class for juniors make good decisions on how well different materials dissolve in water.
179. Pupils in year 5 produce an impressive amount of good quality work covering topics such as friction, electrical circuits, the Earth as part of the solar system and relevant geology. They apply their science to every applications very well. These pupils have a very good understanding of facts about the heart and pulse rate. They sensibly use a pulse rate sensor, linked to a computer, to study the effect of exercise on their own pulse rates. Year 6 pupils carry out very careful observation of the different parts of a flower and have a good understanding of seed formation and dispersal. Their practical study of the properties of thermal insulation is very good. They have a growing knowledge of how the idea of atoms and molecules explains the simple properties of solids, liquids and gases.

### Shortcomings

180. There are no important shortcomings.

## Geography

**Key stage 1 – Grade 2: Good features and no important shortcomings**

**Key stage 2 – Grade 2: Good features and no important shortcomings**

### Good features

181. In key stage 1, pupils develop a good geographical knowledge. They know the four countries of the United Kingdom. Pupils are familiar with key facts about their local area and describe accurately how they get to school in the mornings and what they see on the way.
182. Key stage 1 pupils use a good range of information sources to make clear comparisons between a locality in Rwanda and Cardiff Bay. They show confidence when using the compass points to direct them from one place to another. Pupils' mapping skills and awareness of physical and man-made features are well developed throughout both key stages. Pupils make good

progress from identifying geographical features of their local area in key stage 1 to specific reference compass points and precise grid references in key stage 2. Pupils in key stage 2 have a good understanding of economically developing countries in different parts of the world. They make effective comparisons between life in Cardiff and India in terms of geographical features, tourist attractions, cultures and festivals.

183. Pupils in the special resource class for infants successfully compare and contrast natural materials found on a beach with those in their local environment. In the special resource class for juniors, pupils correctly note the difference in natural and built features in two contrasting environments. They are very aware of the symbols used in weather forecasting and study the weather conditions in various places in Wales.
184. In both key stages, pupils have a good understanding of how people can effect the environment. Most understand how and why places change and the need for conservation. They have a good grasp of the principles of sustainable development and make good progress their understanding of world citizenship and the important part each country has to play.
185. Key stage 2 pupils make good use of local news items to generate their geographical arguments. For example, arguments for and against the docking of large oil tankers after the Sea Empress disaster and its dramatic consequences on local conservation projects following oil spillage.

### **Shortcomings**

186. There are no important shortcomings.

<b>Art</b>
------------

**Key Stage 1 – Grade 1: Good with outstanding features**

**Key Stage 2 – Grade 1: Good with outstanding features**

### **Outstanding features**

187. In all classes, pupils produce an extensive range of artwork that is colourful, exciting and vibrant with standards of achievement which are exceptionally high.
188. Pupils most successfully explore and investigate a very wide range of creative experiences. They develop an extremely good understanding of a wide spectrum of styles and techniques in two and three-dimensional art. Materials and tools are very skilfully used. They have a well established art vocabulary with terms such as form, shape, colour and shading being used naturally and appropriately. They make exciting choices of colour, materials and techniques. From a very early age, they are exceptionally skilled in using computer art programs as a media.

189. Across the school, pupils' creativity and understanding are greatly enhanced by the knowledge of, and working with, local artists and craft workers. This produces some first class collaborative and individual work. There are bold, imaginative, eye-catching collages and other works throughout the school.
190. Pupils' appreciation and evaluation of art is heightened by the great joy and pride evident in the quantity and quality of displayed work. In all classes, pupils' skills in evaluating the quality of their own and others' work are extremely perceptive.
191. The quality of pupils' multi-cultural artwork is outstanding in both key stages. For example, in key stage 1, after working with a multi-cultural artist, pupils create their own intricate Mehendi and Islamic patterns. They then go out into the school environment to look for and design most effective patterns reflecting their own locality. Year 6 pupils very critically discuss pictures of traditional art from various areas of India. They become so enthralled in their own design work to decorate the walls of the new library, they are reluctant to finish when the lesson ends.
192. Pupils' appraisal of the work of large number of artists from the European and Welsh cultures is exceptional. After working with a Welsh artist, year 1 pupils use pastels successfully to create a fur texture for their monster paintings. Pupils in year 4 effectively use shapes from nature, from the made world and from their own imaginations to create their own interesting work, after experimenting with some of the methods used by Arcimboldo.

### **Good features**

193. Older pupils use their sketchbooks well to practise, refine, and evaluate their skills of line, tone and shading.

### **Shortcomings**

194. There are no significant shortcomings.

<b>Physical education</b>
---------------------------

**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

195. In both key stages, pupils are familiar with different aspects of safety and the need for rules. Pupils approach their work in a disciplined manner and are suitably changed for these activities. Pupils are very familiar with routines for warming up their bodies before exercise and cooling down afterwards. Appropriate to their age and ability, they describe and explain the effect of exercise on their bodies. This understanding is very well developed by the end of key stage 2.

196. As they move through the school, pupils make very good progress in their dance and gymnastics skills. In all classes, pupils appreciate good performance either by their classmates or demonstrated by the teacher, improving their own performance as a result.
197. Pupils in the special resource class for infants achieve well in their work. They work hard at maintaining body control when they hop forwards. Many of these pupils rise well to the challenge of backward movement. Pupils in year 2 make good use of space when they combine different body shape and movements. They creatively plan and successfully carry out their moves with the majority correctly recalling the routine they performed.
198. The younger pupils in key stage 2 use very good imagination when they successfully use body movement imagery to represent the movement of fish. When setting out and putting away equipment, most know the correct procedures for lifting and carrying large apparatus. The oldest pupils in key stage 2 approach their lessons in a disciplined manner. They put together flowing sequences of body shape and movement. Methods of movement to reduce the risk of injury are included in their work.
199. Although no swimming was observed, evidence indicates that by the end of year 6, nearly all pupils swim unaided and are familiar with the principles of water safety. All pupils in year 6 take part in adventurous outdoor activities.
200. Older pupils benefit from competitive events with other schools including field games and athletics in a nearby large sports arena. Pupils take part in a wide range of sporting activities in school time and also in out-of-school-hours clubs. These activities include, football, netball, rugby, lacrosse, judo and tap-dancing. These extra-curricular activities have a positive impact on standards in physical education.

### **Shortcomings**

201. There are no important shortcomings.

## School's response to the inspection

All involved in the school are delighted that the inspection team recognised our school as an “outstanding beacon of excellence in the way it makes use of the community to extend and broaden pupils’ learning and, in turn, provides for the needs of pupils’ families and the wider community”. We are pleased that the inspectors agreed that the school has made good progress since our last inspection. It is also gratifying that they acknowledge that although children enter the school with below average attainment, they make good progress academically and exceptional progress in developing their personal and social skills.

The report also highlights that relationships between pupils, parents and staff are exceptional and that the school is truly at the heart of the community. An outstanding feature of such provision, well above what is normally seen in other schools, is the number of parents and grandparents who come in to work alongside their own children during lesson time on a weekly basis. It is also pleasing that the inspectors recognised that the school has a thorough and comprehensive procedure for early identification of pupils who may be under-achieving. Also that our provision for meeting the needs of pupils with additional learning needs is good. Likewise, it is noteworthy that all pupils are particularly well cared for, guided and supported by dedicated teaching and support staff in an outstanding manner.

An action plan will be put into place to address the recommendations of the report. Prior to the inspection, the school had already identified that standards in mathematics were satisfactory but needed to be improved. An action plan was implemented before the inspection but has not had time to impact on the standards. The implementation of this plan will continue. Likewise, the school had already drawn up an action plan to further develop manageable and consistent procedures for assessment to promote pupils’ progress across the curriculum. This also will continue.

The school also acknowledges that although teachers make good use of Welsh for greetings, instructions, displays and notices, further work will need to be done to improve bilingualism. Strategies to improve attendance and to develop greater rigor and urgency in following a pupil absence have already been implemented and will be regularly monitored to ensure their effectiveness. A copy of the school’s action plan in response to the inspection recommendations will be sent to all parents. The governors’ annual report to parents will report on the progress we are making on the inspection recommendations.

Everyone at the school would like to thank the inspection team for the very professional and empathetic way in which the inspection was conducted. The inspection gave everybody a positive sense of achievement.

## Appendix 1

### Basic information about the school

Name of school	Llanedeyrn Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Wellwood Llanedeyrn Cardiff
Postcode	CF23 9JN
Telephone number	02920736420
Head teacher	Mr John Wilson
Date of appointment	September 1990
Chair of governors/ Appropriate authority	Mr Steve Vincent
Registered inspector	Mr Glyn Gaskill
Dates of inspection	23 – 26 April 2007

## 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	23.5	34	49	32	47	35	41	52	313.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	1	19.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.9 : 1
Pupil: adult (fte) ratio in nursery classes	8 : 1
Pupil: adult (fte) ratio in special classes	5 : 1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	85	87	90
Autumn 2006	74	88	93
Spring 2007	73	88	92

Percentage of pupils entitled to free school meals	36%
Number of pupils excluded during 12 months prior to inspection	1

## Appendix 3

### National Curriculum Assessment Results

#### End of key stage 1:

National Curriculum Assessment KS 1 Results: 2006			Number of pupils in Y2:				
			52				
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	10	2	81	8
		National	1	3	13	63	20
EN: Reading	Teacher Assessment	School	0	10	2	69	19
		National	1	3	14	55	27
EN: Writing	Teacher Assessment	School	0	10	8	81	2
		National	1	5	14	68	12
EN: Speaking and listening	Teacher Assessment	School	0	10	4	77	10
		National	1	2	10	63	24
Mathematics	Teacher Assessment	School	0	8	8	60	25
		National	1	2	10	64	23
Science	Teacher Assessment	School	0	6	6	64	25
		National	1	2	8	65	24

[National figures are also for the 2006 results.] The above percentages are rounded to the nearest whole number.

D- disapplied or absent.

W- working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	85	In Wales:	83

**National Curriculum Assessment Results**  
**End of key stage 2:**

National Curriculum Assessment KS2 Results 2006						Number of pupils in Y6		48		
Percentage of pupils at each level										
		D	A	F	W	1	2	3	4	5
English	School	0	0	0	0	2	2	25	58	10
	National	0	0	1	0	1	4	16	48	30
Mathematics	School	0	0	0	2	4	4	23	58	8
	National	0	0	1	0	1	3	14	48	33
Science	School	0	0	0	0	2	4	17	69	8
	National	0	0	1	0	0	2	11	52	34

[National figures are also for 2006 results]. The above percentages are rounded to the nearest whole number.

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	63	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

*The above results are for the whole of year 6 and are discussed in paragraph 70 of this report.*

*There is a significant number of pupils joining the school during the key stage and a high proportion of pupils with special educational needs from the special resource classes. Paragraph 71 discusses the results from pupils who have been in school since the start of year 3 and who do not have statements for special educational needs.*

## Appendix 4

### Evidence base of the inspection

The inspection was carried out by a team of five inspectors who spent a total of 13 inspector-days in school. A peer assessor was not allocated to the inspection and the school did not provide a nominee.

Before the inspection:

- The school produced a self-evaluation report.
- Separate meetings were held with the head teacher, members of staff, governors and parents.
- The responses on 61 questionnaires returned by parents were analysed.
- All documentation made available by the school was examined.
- A pre-inspection commentary outlining preliminary views from the inspection team was shared and discussed with the school.

During the inspection:

- Pupils were observed several times throughout the school day.
- Forty-four lessons or part lessons were observed covering all classes.
- Inspectors had formal and informal conversation with pupils about school life and listened to several reading.
- Inspectors had formal and informal conversations with members of staff regarding different aspects of the school.
- Registration sessions and assemblies were observed.
- Samples of pupils' work from all classes were examined.
- Attendance and budget data, pupils' records and other evidence made available by the school were examined.
- The head teacher was the school's nominee and was present when inspectors held meetings.

After the inspection:

- Findings were shared with the school staff and the governing body in separate meetings.
- The school received a near final draft of the report for comment and response before final publication.

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Glyn Gaskill Registered Inspector	Context Summary and Recommendations Key Question 5 Contributions to Key Questions 1 and 2 Science and physical education.
Mrs Kay Andrews Team Inspector	Contributions to Key Question 3 Art and provision for children under-five.
Mr Peter Clark Team Inspector	Key Question 7 Mathematics and geography.
Mr Glyn Griffiths Team Inspector	Key Question 6 Contributions to Key Questions 1, 2, 3 and 4 Welsh second language and provision for bilingualism.
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3 and 4

**The contractor was:**  
Evenlode Education Ltd  
Little Garth  
St John's Close  
Hawarden  
Flintshire  
CH5 3QJ

### **Acknowledgement**

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