

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

A Report on the Quality of Education in

**Llanishen Fach Primary School
Heol Uchaf
Rhiwbina
Cardiff
CF14 6SS**

School Number: 6812090

Date of Inspection: 28 January 2008

by

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Llanishen Fach 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 Llanishen Fach Primary School took place between 28/01/08 and 31/01/08. An independent team of inspectors, led by Margaret Elizabeth Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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

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Context

The nature of the provider

1. Llanishen Fach Primary School is situated in Rhiwbina, a suburb in the north of Cardiff. The school is situated in extensive grounds that have recently been enhanced to cater for the forthcoming Foundation Phase.
2. At the time of the inspection, there were 504 pupils on the school roll including 71 part-time nursery children and 19 pupils in the Special Resource Base. This is similar to the number of pupils at the time of the previous inspection, in February 2002. The majority of pupils come from homes that are neither affluent nor deprived. Nursery children are admitted to the school on a part-time basis at the beginning of the term following their third birthday. Pupils begin full-time education in the September before their fifth birthday.
3. Approximately 99 per cent of pupils come from English speaking homes and the remainder mainly speak Bengali, Hindi, Italian and Urdu at home. No pupils come from Welsh speaking family backgrounds. Approximately three per cent of pupils come from a mix of other ethnic groups. No pupils receive support for learning English as an additional language. In the current academic year, less than one per cent of pupils are entitled to receive free school meals. This is well below both Local Education Authority (LEA) and national averages.
4. Pupils' ability on entry is usually slightly above the LEA average. Approximately nine per cent of pupils have been identified as having special educational needs (SEN) including the pupils in the special needs classes. Twenty-two pupils have statements of SEN. The percentage of pupils with SEN is below the national average. No pupils are looked after by the local authority. No pupils have been excluded in recent years.
5. There are the equivalent of 22 full-time teachers, including two who are on part-time contracts. There are seventeen teaching assistants on the staff and also two administrative assistants. The school has received the Basic Skills Quality Mark and Silver Eco-Schools Award.

The school's priorities and targets

6. The school's mission statement and main aim is:
'Llanishen Fach's aim is to deliver the highest standard of education and care for all our pupils. They are our future.'

7. The main shorter-term targets outlined in the school improvement plan for 2007 – 2008 include:
 - raising the level of reading attainment of a targeted group of pupils;
 - introducing a system of target setting by pupils in mathematics;
 - extending the Foundation Phase principles;
 - providing training and support to ensure effective use of the information and communications technology (ICT) suite;
 - reviewing and improving the quality of bilingualism;
 - preparing for the implementation of 'Curriculum 2008';
 - reviewing 'Achievement and Inclusion' especially related to the more gifted and talented.

Summary

8. Llanishen Fach Primary School is a good school with outstanding features in several aspects of its provision, particularly the quality of its curriculum, its care and guidance of pupils, its quality of self-evaluation and its use of resources. Pupils' personal and social skills are also outstanding.

Table of grades awarded

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

9. Standards of attainment are good in Llanishen Fach Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well. Pupils with additional needs, including those in the Special Resource Base make good, sometimes very good progress towards the targets set for them.

Standards in areas of learning for under-fives

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

10. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected at key stages 1 and 2

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 1	Grade 1
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	71%	6%	0%	0%

12. Standards of achievement in the lessons observed are well above the Welsh Assembly Government's 2010 targets outlined in 'Vision into Action' where the quality of learning should be 'grade 3 or better in 98 per cent of classes'.
13. Overall, under-fives and pupils at key stages 1 and 2 reach outstanding standards in the key skills of information and communication technology (ICT) and bilingualism. They also have an extremely good awareness of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Throughout the school, pupils use their mathematical skills and knowledge well during their activities. All pupils have very highly developed speaking and particularly listening skills. Pupils readily and fluently read for a variety of purposes and in key stage 1, their reading has some outstanding features. All pupils use their writing skills effectively and by the end of key stage 2, pupils produce some exemplary writing.
14. Baseline data indicates that children enter reception classes with scores that are generally above the LEA average. Pupils build on these good standards as they move through the school. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been above LEA and national averages for many years, other than at key stage 2 in 2007 when overall results were only slightly above the average. Over several years, considerably more pupils than average have achieved the higher than expected level three at the end of key stage 1 and level 5 at the end of key stage 2.
15. When compared with similar schools (those with fewer than eight per cent of pupils entitled to receive free school meals), results over the last three years have shown an upward trend at key stage 1. In 2007, all pupils achieved level 2 or above in the three core subjects putting the school in the top 25 per cent of similar schools.
16. When the school's key stage 2 2007 results are compared with those in similar schools, they are in the lowest 25 per cent. These lower results had been predicted due to the ability of that group of pupils. However, results include those for pupils from the Special Resource Base who formed over 10 per cent of the year group. When results for mainstream pupils only are considered, the school is similar to the average.
17. Pupils of all ages respond well to the range of learning opportunities. They make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Pupils' awareness of how well they are doing is good overall. However, pupils' involvement in making assessments about the progress they are making is inconsistent. A small minority are uncertain about their targets.

18. At 94.66 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages. The vast majority of pupils attend school regularly and are punctual.
19. Pupils' progress in their personal, social, moral and learning skills is outstanding. They carry out their responsibilities confidently and they take a pride in their work. Throughout the school day and in all classes pupils' behaviour is extremely good. However, very occasionally, pupils lack the initiative to work independently and their problem solving skills are at an earlier stage of development. Pupils' creative skills are outstanding.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

20. These figures exceed the proportions of teaching outlined in the Chief inspector's Annual Report 2005 – 06, where the quality of teaching was good or better (grade 1 or 2) in 79 per cent of lessons with 17 per cent being outstanding (grade 1). Teaching has improved since the last inspection.
21. Teachers have high expectations of their pupils and motivate them well to achieve good and sometimes very good standards. Relationships between staff and pupils are outstanding.
22. Where lessons are outstanding, tasks are very carefully matched to individual needs, work is set at a challenging level and teachers systematically develop key skills and independent learning for pupils of all abilities including those with SEN. However, shortcomings in lessons include insufficient challenge in the work set for more able pupils, few opportunities for pupils to work independently or collaboratively and too few opportunities for pupils to solve problems.
23. The school has a comprehensive system of assessment based on clear, valid criteria and on a good balance of information from a wide range of sources; the procedures are very well understood and carried out by the staff.
24. The marking policy offers teachers good guidance and all work is marked conscientiously. In the majority of examples, however, the marking indicates that the task has been completed and only rarely does it clearly enable the pupils to understand what they need to do next to improve.
25. The school responds very well to pupils' learning needs and abilities. It provides equal access to a very high quality curriculum and meets statutory requirements and fully reflects the school's agreed aims. The curriculum is broad, balanced and very well planned. It is well supplemented by the planned outdoor experiences, a very wide range of extra-curricular activities and visits to places of educational interest which are outstanding features.

26. The extent to which learning experiences respond to the needs of employers and the wider community is outstanding. Pupils throughout the school benefit from an excellent range of experiences that result in interesting work and help develop their skills in all areas of the curriculum. The school attends particularly well to national priorities for lifelong learning and community regeneration. Pupils have a strong sense of place in the school and community.
27. Pupils are cared for guided and supported particularly well in a very secure, motivational and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature of the school. There is a comprehensive health and safety policy and child protection procedures. All staff are very alert to issues relating to the well-being of pupils.
28. Overall the provision for pupils with additional learning needs both in the mainstream and in the Special Resource Base is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. Special educational needs has a very high profile in the school. One of the outstanding features is the extensive effort made to provide extra well-planned support. The provision for equal opportunities in the school is exceptional. In particular, its support and inclusion of all pupils with diverse and sometimes demanding needs is outstanding.

Leadership and management

29. As well as its mission statement, Llanishen Fach Primary School has a clear and unambiguous set of aims that promote equality for all and are reflected in practice. Leaders and managers are committed to ensuring that all those involved with the school operate as a cohesive, motivated team. This is achieved very successfully and is a strength of the school.
30. Over many years, the school has continued to achieve many successes. It has generally maintained above average academic standards, won many awards including Welsh Cultural Heritage Award and debating awards. The school takes very good account of local and national priorities and this is an outstanding feature.
31. Governors bring a wide and valuable range of practical and professional skills to the school. They are appropriately led, and work efficiently with the head teacher in the management of the school, providing good support for its pupils and staff. They monitor the school's provision in a proactive manner. The school meets statutory requirements.
32. There are outstanding features in the school's self-evaluation process and its planning for improvement. The school robustly and effectively analyses its strengths and areas for development involving a range of interested parties.
33. The head teacher, ably supported by the deputy head teacher, has established a positive, self critical culture which involves all staff, governors,

parents and pupils. The whole school community shows great commitment to raising standards and improving the school's educational provision using systematic procedures to ensure that change is effective.

34. The school's self evaluation report is a comprehensive and well considered document which clearly identifies strengths and highlights areas for development which are very similar to those identified by the inspection team. The inspectors agreed with the findings of the school's evaluation report for five of the key questions with a higher grade awarded for key questions four and six. The school has made very good progress since the last inspection due to its rigorous self-evaluation process and has successfully met all the key issues for action from the 2002 report.
35. The inspection team judged that the very broad range of experiences offered to the pupils and their successes in many fields, not just academic but also cultural and sporting indicate that leaders and managers, very effectively supported by the school administrator, use resources extremely efficiently to ensure the all-round development of pupils. This is an outstanding feature. The school budget is carefully and accurately monitored by senior managers and the governors and resource decisions are clearly linked to the agreed priorities and objectives. The school achieves very good value for money.

Recommendations

36. In order to continue to develop and thrive, the school needs to:
- R1 ensure greater consistency in marking;
 - R2 refine the target setting process and pupils' involvement in making assessments about their progress; ****
 - R3 extend pupils' problem solving and independence skills allowing them to work more collaboratively. ****

The recommendations marked **** have already been identified in the school improvement plan as an area for development.

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

37. The inspection team agrees with the school's self-evaluation of this key question.
38. Standards of attainment are good in Llanishen Fach Primary School. Overall, regardless of their social, ethnic or linguistic background, pupils make good progress and they achieve well. Pupils with additional learning needs, including those with SEN and those with potential behavioural problems, make good progress relative to their abilities.
39. Standards in the subjects and areas of learning inspected are as follows:

Areas of learning for under-fives

Area of Learning	Nursery	Reception
Language, literacy and communication	Grade 2	Grade 2
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 2	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 1
Creative development	Grade 2	Grade 2
Physical development	Grade 2	Grade 2

40. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning. The vast majority of children settle into school extremely quickly and enjoy and persevere at their activities. Overall, standards in the areas of learning in both nursery and reception classes are good with no important shortcomings. This is an improvement from the previous inspection.
41. Standards in the subjects inspected at key stages 1 and 2 are as follows:

Subject	Key stage 1	Key stage 2
Welsh second language	Grade 1	Grade 1
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Physical education	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	71%	6%	0%	0%

43. Standards of achievement in the lessons observed are well above the Welsh Assembly Government's 2010 targets outlined in 'Vision into Action' where the quality of learning should be 'grade 3 or better in 98 per cent of classes'.
44. Pupils with additional needs, including those in the Special Resource Base, make good, and sometimes very good progress towards the targets set for them in their individual learning plans and achieve good standards relative to their abilities.
45. Overall, under-fives and pupils at key stages 1 and 2 reach outstanding standards in the key skills of information and communication technology (ICT) and bilingualism. They frequently use both their ICT and bilingual skills to enhance their learning in other subjects and activities such as mathematics and during 'Tuck Shop' sessions. Throughout the school, pupils use their mathematical skills and knowledge well during their activities. Pupils' awareness of Welsh cultural heritage through *Y Cwricwlwm Cymreig* is extremely good.
46. All pupils have very highly developed speaking and particularly listening skills. Pupils readily and fluently read for a variety of purposes and in key stage 1, their reading has some outstanding features. All pupils use their writing skills effectively and by the end of key stage 2, they produce some exemplary writing in history for example when they write poetry about war battle fields. The vast majority of pupils produce very well presented written work.
47. Baseline data indicates that children enter reception classes with scores that are generally above the LEA average. Pupils build on these good standards as they move through the school. Results at the end of key stages 1 and 2 in the three core subjects of English, mathematics and science have been above LEA and national averages for many years, other than at key stage 2 in 2007. Targets set for future years indicate that these above average standards are set to continue.
48. Over several years, considerably more pupils than average have achieved the higher than expected level three at the end of key stage 1 and level five at the end of key stage 2. This indicates good progress from the time pupils enter school.
49. Over recent years, results in science have been the best at both key stages 1 and 2. Over the last two years the difference between boys' and girls' performance at key stage 1 has reduced and in 2007, they were the same. Generally, at key stage 2, girls have done better than boys in the past, but this year the trend was reversed.
50. When compared with similar schools (those with fewer than eight per cent of pupils entitled to receive free school meals), results over the last three years have shown an upward trend at key stage 1. In 2007, all pupils achieved level 2 or above in the three core subjects putting the school in the top 25 per cent of similar schools. Key stage 1 pupils either achieved or exceeded the targets they were set.

51. When the school's key stage 2 2007 results are compared with those in similar schools, they are in the lowest 25 per cent. These lower results had been predicted by the school due to the ability of that particular group of pupils. Results include those for pupils from the Special Resource Base who formed over 10 per cent of the year group. When results for mainstream pupils only are considered, the school is similar to the average. Not all key stage 2 pupils reached the targets they were set in 2007.
52. In their time at Llanishen Primary School, pupils make good progress towards fulfilling their potential and are ready and enthusiastic about moving on to the next stage of their learning. Pupils of all ages respond well to the range of learning opportunities, particularly those of a technological nature. They are enthusiastic and acquire new knowledge and skills both during lessons and during the very good range of other opportunities that the school offers.
53. Pupils' awareness of how well they are doing is good overall. Although pupils in key stages 1 and 2 are given targets in English and mathematics, a small minority are uncertain about these and do not talk about them with great conviction. Pupils' involvement in making assessments about the progress they are making is inconsistent. In the best examples, pupils make simple, practical assessments about what they have achieved in lessons but this is not always the case.
54. At 94.66 per cent the average rate of attendance for the three terms prior to the inspection is above the LEA and national averages. Absences are caused mainly by illness, but there are an increasing number of family holidays in term time. The vast majority of pupils attend school regularly and are punctual.
55. In all classes, pupils' progress in their personal, social, moral and learning skills is outstanding. They carry out their responsibilities confidently and this has an encouraging effect on the positive ethos of the school. They take a pride in their work.
56. Throughout the school day and in all classes pupils' behaviour is outstanding. Their attitude to adults and each other is respectful and courteous. However, very occasionally, pupils lack the initiative to work independently and their problem solving skills are at an earlier stage of development. Pupils' creative skills are outstanding; there are some really excellent examples of pupils' work in art and music for example.
57. Pupils work hard as individuals and collaborate very well when working together in pairs and groups. From the youngest to the oldest and from the most to the least able, pupils concentrate very well for extended periods of time. This contributes significantly to standards and preparation for lifelong learning.
58. In all classes, pupils have an exceptionally good understanding of equal opportunities matters and this is an outstanding feature. They respond very well to the positive and inclusive atmosphere in the school and the mutual respect shown by all members of the school community. They are especially

supportive of pupils with additional needs. Pupils in the Special Resource Base are well integrated with the rest of the school. They show genuine respect for others and their views.

59. Another outstanding strength of the school is pupils' very well developed appreciation of and interest in the diversity of beliefs and traditions of other cultures. Pupils' broad knowledge of the local and global community and the positive way they take on responsibilities, effectively prepares them to become active contributors to the wider community. Their awareness of the world of work is very well established.

The quality of education and training

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

Grade 2: good features and no important shortcomings

60. The inspection team agrees with the school's self-evaluation of this key question.

61. During the inspection, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
25%	65%	10%	0%	0%

62. These figures exceed the proportions of teaching outlined in the Chief Inspector's Annual Report 2005 – 06, where the quality of teaching was good or better (grade 1 or 2) in 79 per cent of lessons with 17 per cent being outstanding (grade 1). The quality of teaching in the lessons observed are well above the Welsh Assembly Government's 2010 target outlined in 'Vision into Action' where 80 per cent should be grade 2 or better. Teaching has improved since the last inspection when 70 per cent of teaching was judged to be good or better. Examples of good teaching were seen in all classes.

63. Teachers have high expectations of their pupils and motivate them well to achieve good and sometimes very good standards. Teachers have good subject knowledge and subject leaders are familiar with recent developments in their areas. Introductions to lessons are generally clear and often include confident use of the interactive white boards. Throughout the school, teachers use skilful questioning and a variety of teaching strategies well to engage learners and to promote higher order learning skills. Teachers ensure that pupils enjoy their lessons and work purposefully to complete their tasks within the given time frame.

64. Planning is collaborative and effective and ensures that pupils receive similar experiences in parallel classes within each year group. Teachers' planning sets out clear objectives for what pupils are to learn, building on prior knowledge and experiences and taking account of individual differences.

65. Where lessons are outstanding:

- tasks are very carefully matched to individual needs;
- work is set at a challenging level and
- teachers systematically develop key skills and independent learning for pupils of all abilities including those with SEN.

66. However, the few shortcomings in lessons include:

- insufficient challenge in the work set for more able pupils;
- few opportunities for pupils to work independently or in groups and
- too few opportunities for pupils to solve problems.

67. Teachers have established outstanding working relationships with pupils which often include a sense of humour. They engage and maintain pupils' interests well and have high expectations of appropriate behaviour, encouraging pupils to acquire self-discipline and positive attitudes.
68. Support staff are very effective in carrying out their roles and responsibilities and make an excellent contribution to learning within the school. Liaison between support staff and teaching staff is excellent and ensures that all work together effectively as a team to maximise the impact on pupils' learning, especially in under-fives classes. The quality of relationships between all staff and pupils is an outstanding feature of the school.
69. All members of the school community place great emphasis on promoting inclusion and equal opportunities and achieve this most successfully. All pupils are valued equally regardless of gender, race or disability and there is a strong culture of respect and equality embedded in the school's ethos.
70. Pupils' bilingual skills are effectively promoted across the school through the use of incidental Welsh and staff plan carefully to ensure that there are a good range of opportunities for pupils to apply their bilingual skills across the curriculum and other activities. The way in which all staff strive to incorporate the use of incidental Welsh into the daily life of the school is often outstanding.
71. In general, teachers plan well to meet pupils' individual needs; tasks are well matched to pupils' ability. The school's teaching of SEN pupils is very good and often outstanding with all statutory requirements met well.
72. The school has a comprehensive system of assessment based on clear, valid criteria and on a good balance of information from a wide range of sources; the procedures are very well understood and carried out by staff. The progress made by individual pupils in the core subjects is clearly recorded in the tracking file, and this information, together with the teachers' field notes on the pupils' progress in the foundation subjects and wider curriculum, give a clear picture of the standards achieved by individuals and year groups.
73. The efficiency and purpose of the collation and analysis of the pupils' assessments, including the Early Years and end of key stage assessments, and the use made of this analysis to improve the teaching and learning is a notable strength of the school. Teachers regularly and effectively adjust their weekly plans following their evaluation of pupils' responses to previous lessons.
74. The school fully complies with all statutory requirements for assessment and for recording and reporting its outcomes. The quality of the transfer records sent to the comprehensive school is outstanding.
75. The marking policy offers teachers good guidance and all work is marked conscientiously. In the majority of examples, however, the marking indicates that the task has been completed and only rarely does it clearly enable the pupil to understand what they need to do next to improve. Teachers have

produced useful portfolios of evidence to indicate the expected standards at different stages.

76. All pupils have targets in English and mathematics and these are regularly updated. Whilst evaluation arrangements for these targets are in place, they are not sufficiently refined for pupils to know how well they are doing in relation to the programmes of work.
77. The school's procedures for reporting to parents are good and parents are well informed about the progress that their child has made. Individual reports to parents provide a good balance of detailed information relating to both the academic and personal progress made by the pupils; in the majority of reports, the advice given to parents to help them make a contribution to their child's education is too descriptive and lacks specific recommendations. Parent teacher consultation evenings are arranged three times a year; these are well attended and enable parents to have a good understanding of their child's progress.

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

Grade 1: good with outstanding features

78. The inspection team agrees with the school's self-evaluation of this key question.
79. The school responds very well to pupils' learning needs and abilities and it provides equal access to a very high quality curriculum. For example, key stage 2 pupils are taught in ability sets and benefit from increased staffing levels ensuring that classes in mathematics are relatively small and pupils make good progress. The curriculum meets statutory requirements and fully reflects the school's agreed aims.
80. The curriculum is broad, balanced and very well planned to ensure full coverage of the National Curriculum, this is well supplemented by the planned outdoor experiences, a very wide range of extra-curricular activities and visits to outside places which enhance and bring meaning to the work that children do. The planning and implementation of the curriculum and extra-curricular activities are outstanding features of the work of the school.
81. The overall quality of the 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. Children enjoy a good and very well balanced range of experiences and learning opportunities that are well matched to their stage of development and learning needs. The use of the outdoor learning environment and the planning for the forthcoming Foundation Phase are particular strengths of the school.

82. The curriculum for pupils with additional learning needs in both the mainstream and the Special Resource Bases is good and well managed. All pupils have equal access to all parts of the curriculum and are actively encouraged to take part in all aspects of school life.
83. There are very good quality schemes of work in place for all subjects and areas of the curriculum and these are comprehensively evaluated and updated annually. The learning experiences planned for all pupils provide for balance, breadth, flexibility and progression.
84. The planning for the development of pupils' basic and key skills across the curriculum is very good. The school recognises the need to refine the opportunities to further develop pupils' skills in problem solving and involving pupils more in improving their own learning and performance.
85. There is a very comprehensive, well-planned programme of out-of-school learning activities, with regular visits to places of interest. All these activities contribute very positively to the high standards that pupils achieve and to their personal and social development.
86. The school's provision for the spiritual, moral, social and cultural development of the pupils is an outstanding feature. Staff are good role models. They ensure that many opportunities are provided for pupils in planned activities across the curriculum, for example, in assemblies, the taking of responsibilities, and in promoting the understanding of their own and other cultures.
87. The school has excellent and positive links with parents, the local community and other schools and colleges. Parents make a very effective contribution to the school through their regular support of pupils' learning and their fund raising activities. The school provides good training facilities for student teachers and others taking vocational qualifications.
88. The extent to which learning experiences respond to the needs of employers and the wider community is outstanding. The school has a well written industry policy and strong links with Careers Wales. Many of the teachers have benefited from at least one industrial placement that has enhanced their professional development and supported their teaching and management skills.
89. Experiences of the world of work start in the under-fives classes when children meet 'people who help us'. They take part in projects such as building bridges and role-play activities such as a mock wedding in the local church. Key stage 1 and key stage 2 pupils' work is enhanced through a very wide range of visits and visitors.
90. The school is very successful in developing the bilingual competence of pupils through instilling confidence in all members of the school community to use incidental Welsh very widely throughout the day. Further use of Welsh vocabulary across the curriculum in subjects such as science means this is an outstanding aspect of provision.

91. *Y Cwricwlwm Cymreig* is very successfully promoted. Pupils have very good quality experiences in all subjects to learn about their Welsh culture and heritage. For instance, there are very well developed opportunities for pupils to learn about and work in the style of a good number of Welsh artists, with exceptional results. The contribution of very well developed activities such as Welsh week, participation in the school Eisteddfod and the Urdd further develop pupils' very clear understanding of the Welsh language and culture. Pupils work with musicians such as a harpist as well as theatre groups and story-tellers. They have been successful in commercially sponsored competitions such as the Welsh Heritage Schools Initiative.
92. The school's provision for equal opportunities is an outstanding feature. Pupils, irrespective of their social background, gender, disability or ethnicity are positively encouraged and included in all appropriate school activities including residential visits and out of hours' clubs. The school makes every effort to tackle the social disadvantage of some of its pupils.
93. In their responses at the pre inspection meeting and questionnaires parents highly value the integration of pupils with special needs. They say, "inclusion is phenomenal". For example, pupils from the Special Resource Base are supported on a one to one basis to enable them to cope with the demands of the residential visit. This is often their first experience of being away from home without their parents.
94. The school has a clear written policy for sustainable development and global citizenship. It has recently gained the silver Eco School Award and is working towards Green Flag status.
95. Pupils develop a very good understanding of sustainable development and an awareness of conservation issues through recycling and gardening activities. They plant bulbs and shrubs to create a welcoming environment. Teams of pupils have responsibilities for energy and water conservation; they switch off lights at lunchtime, check running taps and keep the school free from litter.
96. Pupils' awareness of global citizenship is an outstanding feature. The school has a written 'Fair Trade' policy. The school hosted the Paul Robeson exhibition. Pupils undertake fundraising activities such as Shelter Aid to support a school in Rwanda. They have an excellent awareness of 'Fair Trade'. Issues are discussed in School Council meetings. 'Fair Trade' fruit and cereal bars only are sold in the daily healthy tuck shop and 'Fair Trade' events are held termly.
97. Opportunities for pupils to develop skills required to support economic development are very good. All pupils have the opportunity to raise money for good causes. The well-established School Council has a high profile. Year 6 pupils also develop team building, decision-making and negotiating skills through running the daily tuck shop and enterprise schemes.
98. The school attends particularly well to national priorities for lifelong learning and community regeneration. Pupils have a strong sense of place in the

school and community. The school has excellent relationships with the community and pupils are involved in celebrations such as the Bethany Bicentenary celebration as well as Rhiwbina Festival and Victorian evening. In turn, the community supports school events such as Christmas and summer fairs.

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

Grade 1: good with outstanding features

99. The inspection team does not agree with the school's judgement of grade 2 for this key question. It considers that there are several outstanding features in the care support and guidance for pupils, the provision for additional learning needs and also equal opportunities.
100. Pupils are cared for guided and supported particularly well in a very secure, motivational and happy environment. The school has a very positive ethos and every pupil is valued and included. This is an outstanding feature.
101. The school has very positive partnership with parents. The school knows pupils and their parents very well. Communication with parents is very effective. There is very good daily informal contact. Homework diaries and home/ school books for pupils in the Special Resource Base provide very useful dialogue between parents and teachers. The overwhelming majority of parents in their responses to the questionnaires and at meetings prior to the inspection praised the school for its ethos and the good quality education provided for their children particularly those with special needs and the approachability of the staff.
102. Parents' views are sought through questionnaires and the school responds very positively to concerns. For example the reading scheme has been updated and years 3 and 6 test results are presented in a more user-friendly manner. The open meeting to address parents' concerns about the forthcoming Foundation Phase was very well attended and appreciated.
103. Induction arrangements for the early years are very carefully planned and implemented. The separate nursery prospectus provides parents with very useful information and guidance. As a result of the phased intake and entry even the youngest children settle very well into school life. There are very effective procedures in place to support pupils who join the school at a later stage. All pupils quickly learn the routines and settle well into school life.
104. There are excellent pastoral and curriculum transition arrangements with the receiving secondary schools. This is an outstanding feature. The school is involved in a Transition Plan agreement with partner primary schools and both receiving high schools.

105. The high quality of personal support and guidance for pupils is an outstanding feature. The policy is integrated into all aspects of the school's activities and the outcome is reflected in the pupils' caring and thoughtful attitudes.
106. There are exemplary policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Pupils have responsibilities as Playground Buddies to help to resolve conflicts. All adults apply policies for positive behaviour management consistently and are very good role models. Trained mid day supervisors have a role in the reward system.
107. Pupils' attendance and punctuality are very carefully monitored. The school works very closely with the very few families that give concern. Targets are set and pupils with perfect attendance are rewarded at the year-end. The impact of non-attendance and lateness is regularly emphasised in newsletters.
108. Pupils' behaviour is monitored very closely and when required well-considered action is taken to support pupils who may experience difficulties. Arrangements to encourage pupils to behave well are extremely effective. This is evident in the very high standards of pupils' behaviour.
109. The school is extremely effective at promoting health and fitness for pupils through a wide range of extra curricular activities including residential visits to an outdoor pursuit centre as well as providing a very good range of out door play equipment and resources such as the adventure playground. There are healthy options at lunchtime. Salad, fruit and fresh bread baked by the school cook are available daily.
110. All adults in the school including mid day supervisors and canteen staff are well aware of pupils with particular needs. They are very knowledgeable about procedures in the event of accidents and emergencies such as how to help pupils with identified medical conditions. There is a comprehensive health and safety policy; risk assessments are systematic.
111. There is an effective policy and very thorough procedures for child protection. The deputy head teacher is the nominated person. The head teacher is her deputy and there is a named link governor. Teachers, support staff and mid day supervisors are fully aware of their responsibilities.
112. The provision for equal opportunities in the school is exceptional. There is commitment by all staff to ensure the very best opportunities for all. The school has clear and effective policies in place in relation to equal opportunities, race equality and sex education, ensuring that there is no discrimination on gender, ethnicity or any other grounds. The school actively takes every opportunity to challenge stereotypes in pupils' attitudes and ensures that pupils have appropriate role models, as for instance in craft club where boys and girls take part in sewing activities. The school is very effective in its promotion of the knowledge and understanding of diversity, particularly through religious education and collective worship.

113. The school has a well-developed behaviour policy and suitable strategies in place to eliminate any form of oppressive behaviour, discrimination or harassment. Pupils who present behavioural problems are dealt with effectively. This aspect of support with pupils with complex behavioural needs benefits from external support.
114. The school council has been in existence for several years and plays an important part in supporting the very good behaviour and well being of pupils. Elected representatives from year 2 to year 6 and the Special Resource Base have responsibilities. Meetings and feedback sessions are held in lesson time. The School Council develops pupils' understanding of decision making for example 'Fair Trade' events and the Playground Buddies.
115. The school has a clear disability action plan and much has been done to ensure ease of access within the constraints imposed by the nature of the building. The school has some well considered future plans to take account of the wide range of additional needs and disabilities who attend the school.
116. Overall the provision for pupils with additional learning needs both in the mainstream and in the Special Resource Base is good with outstanding features and fully meets the requirements of the Code of Practice for Wales. Special educational needs has a very high profile in the school and the school makes generous provision from its own budget to ensure very effective support for pupils with additional needs as well as those who are a cause for concern.
117. Pupils' needs are further identified and assessed rigorously at every stage of their school life. Very full and useful records are kept and there is a thorough prompt assessment of late entrants to the school. Further diagnostic assessment is carried out by the SEN teachers and very good liaison with specialists such as the educational psychologist ensures that further expert assessment is consistently available. This is an outstanding feature.
118. One of the outstanding features is the extensive effort made at every opportunity to provide extra well-planned support. Pupils benefit from very effective in-class and withdrawal support from highly trained learning support assistants. Both teaching and non-teaching support is of exceptional quality. SEN staff have a very full appreciation of their pupils' needs and their expertise contributes very significantly to pupils' standards of achievement. Learning activities are often very well differentiated and very well matched to pupils' abilities.
119. The individual educational programmes provided for SEN pupils are useful working documents; the targets set are generally very well linked to pupils needs. Class teachers and the SEN Co-ordinator work very productively together to ensure that the provision and individual programs closely match pupils' needs. The school works very effectively with pupils and parents to involve them in their individual learning programmes. Very good communication and regular contact with parents contributes very positively to pupils' progress.

120. Provision for pupils identified as more able and talented is partly developed and teachers plan demanding work and strategies to meet their needs. More able pupils are clearly identified by the school and a more challenging curriculum is set in mathematics and English.

Special Resource Base (SRB)

121. Standards of achievement in the SRB class are good in line with age and ability. At times older pupils achieve above expectations, achieving challenging targets and making very good progress in their reading for instance. Pupils in these classes respond well to staff that show very high levels of understanding of their needs and high expectations of their potential. Younger children with a very wide range of needs settle quickly into well structured classroom routines and make very good progress in their personal and social skills.
122. In both classes, pupils benefit from a curriculum that is carefully matched to their needs and enriched by much practical work to enhance their understanding. At times the modification of the curriculum for older pupils is exemplary in its richness, relevance and accessibility for all. Pupils in both classes work very hard and show high levels of interest in their work. Older pupils are developing some outstanding key skills in language and communication and they make use of well-developed research skills in their investigation of Roman soldiers for instance.
123. One of the outstanding strengths of the provision is the way all pupils with a wide range of additional, sometimes complex needs are included in every aspect of school life. Pupils are integrated into many areas of school life and take an active part in the school council for instance. Where appropriate they join other mainstream classes for enriching curricular experiences and at times local special schools for useful specialist support.

Leadership and management

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

Grade 2: good features and no important shortcomings

124. The inspection team agrees with the school's self-evaluation of this key question.
125. As well as its mission statement and main aims, Llanishen Fach Primary School has a clear and unambiguous set of aims that promote equality for all and are reflected in practice. The head teacher, the deputy head teacher, the senior management team and governors are committed to ensuring that all those involved with the school operate as a cohesive, motivated team. This is achieved very successfully and is a strength of the school.
126. Over many years Llanishen Fach has continued to achieve successes. It has generally maintained above average academic standards, including high proportions of pupils who achieve the higher levels at the end of key stages 1 and 2. It has won many awards including a Welsh Cultural Heritage and debating awards and it has made a sustained contribution to sports in the area. Leaders and managers have a continued vision for the development of the buildings and accommodation and as a result pupils enjoy good quality outdoor facilities, garden areas that are extensions of classrooms and an extensive range of technological equipment.
127. The head and deputy head teachers have different strengths that they use effectively in their areas of responsibility. They complement each other very well and are fully committed to ensuring the continued success of the school in all aspects of its provision, including academic, sporting and cultural areas. All members of staff and governors are fully aware of the school's principles and priorities.
128. The innovative structure of the senior management team allows less experienced members of staff to be successfully co-opted onto the management team for specific tasks. Policy documents are appropriate. Curriculum co-ordinators have clear responsibilities that they undertake very conscientiously.
129. The school takes very good account of local and national priorities and this is an outstanding feature. For example, it has worked hard to promote awareness of ICT and Welsh culture including bilingualism. It prides itself on being well prepared for the forthcoming Foundation Phase. Extremely positive links have been established with other schools, including neighbouring primary schools and particularly the local secondary schools with an innovative transition project taking place.
130. All pupils are given challenging but realistic targets for their attainment at the end of key stages 1 and 2 based on their individual capabilities. The vast

majority of pupils achieve their targets. Other goals for development are clearly identified in 'School Improvement Plan' and are appropriate to the needs of the school. Curriculum co-ordinators also produce their own annual development plans with targets for improvement.

131. There are comprehensive arrangements to review and monitor the performance of teachers and teaching assistants to identify training needs. Members of the senior management team undertake annual appraisals with every single member of staff. Students are well supported by their assigned mentors.
132. Staff development has had a positive impact on individual teachers and members of the support staff. Training opportunities for every member of staff are provided in a variety of ways including school-based training, staff meetings and attendance at externally organised courses. Several members of staff have accessed accredited courses.
133. The governors know the school and its community well and are very committed to its ongoing success. They have all been involved in determining a strategic vision for the future. The governing body is supportive of the school and acts appropriately as its 'critical friend'.
134. Governors bring a wide and valuable range of practical and professional skills to the school. They are appropriately led, and work very efficiently with the head teacher in the management of the school, providing good support for its pupils and staff.
135. Members of the governing body take a keen interest in the progress and welfare of the pupils with a number of governors spending time helping and working alongside staff. They monitor the school's provision in an extremely proactive manner. Governors have a very good understanding of financial issues and they successfully endeavour to make cost effective decisions when providing the necessary resources for the school's continued success. The school meets all statutory requirements.

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

Grade 1: good with outstanding features

136. The inspection team does not agree with the school's self-evaluation of this key question as grade 2. This is because the inspection team found that there are outstanding features in the self-evaluation process and planning for improvement and judged that the school robustly and effectively analyses its strengths and areas for development.
137. The head teacher, ably supported by the deputy head teacher, has established a positive, self critical culture which involves all staff, governors, parents and pupils. The whole school community shows great commitment to

raising standards and improving the school's educational provision using systematic procedures to ensure that change is effective.

138. Subject leaders are very well informed about standards and have a good level of understanding of strengths and areas for development in their subject. There is a well planned timetable for monitoring teaching, scrutiny of planning and scrutiny of pupils' books. Subject leaders also scrutinise end of key stage attainments and have developed effective, levelled subject portfolios. An outstanding feature is the way in which subject leaders additionally set time aside to listen to learners to add to their knowledge of standards and pupils' understanding of their subject.
139. The school's self-evaluation arrangements are of outstanding quality and there are a variety of effective procedures in place to gather information from a wide range of stakeholders and first hand evidence. All members of staff are involved in evaluation of their own work based on the Estyn framework and evaluations are used to arrive at priorities for the following year, such as preparation for the Foundation Phase and the introduction of target setting by pupils in mathematics.
140. The views of parents and pupils are actively sought and the School Council have opportunities to put forward suggestions about the future development of the school. Governors contribute positively to the self-evaluation process and act as a critical friend in questioning and challenging the school's senior management team.
141. The school's self-evaluation report is a comprehensive and well considered document, which clearly identifies strengths and highlights areas for development similar to those identified by inspectors. The inspection team agreed with the findings of the school's evaluation report for five of the key questions with a higher grade awarded for key questions four and six.
142. All assessments, including the results of baseline assessments in the early years and end of key stage national curriculum assessments, are thoroughly analysed and target setting is carried out rigorously, with each pupil being given a challenging target often based on predictive data. Targets are verified and discussed with the local authority and trends in attainment are analysed and tracked rigorously. The tracking of data and emphasis on effective improvement are outstanding features of the work of the school.
143. The school improvement plan is a comprehensive and detailed working document which has a clear focus on improving standards and is based firmly on the school's well considered self evaluation process.
144. The school has made very good progress since the last inspection due to its rigorous self-evaluation process and has successfully met all the key issues for action in the 2002 report. The school can clearly show that its actions have brought about measurable improvements in areas such as the dissemination of good practice, improvement of standards of achievement in the reception

class, improvement in tasks set in foundation subjects and in raising standards in ICT and bilingualism throughout the school.

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

Grade 1: good with outstanding features

145. The inspection team agrees with the school's self-evaluation of this key question. The grade differs from that given to key question 1 because the inspection team considered that the very broad range of experiences offered to the pupils and their successes in many fields, not just academic but also cultural and sporting indicate that leaders and managers use resource extremely efficiently to ensure the all-round development of pupils.
146. The school has an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. A highly effective team of experienced and suitably qualified teachers who have the knowledge and expertise to teach all areas of the curriculum, support the pupils very well.
147. All members of staff have clear roles and responsibilities and are managed and deployed very effectively. Classroom support staff and teachers liaise very well together to plan and deliver the curriculum. The quality of the support for pupils with additional learning needs is of a very high quality. This is an outstanding feature observed by the inspection team.
148. The school administrator and caretaker ensure that the routines of the school run extremely smoothly and the lunchtime supervisory, canteen and cleaning staff provide a valuable contribution to the school team.
149. The quality and quantity of the learning resources are good and positively enhance pupils' work in the different subjects and areas of learning. The resources available for Information and Communications Technology and for outdoor learning are examples of this provision used to good effect. The range of resources is appropriate to pupils' age and needs, with the exception of Welsh reading books for older pupils, where the interest level does not match their reading ability. The school, however, has made good attempts to source suitable reading materials.
150. The staff work hard to create a positive learning environment for the pupils. Displays of pupils' work celebrate their achievement and further enhance the appearance of the interior of the building. The school buildings and the grounds are well cared for and respected by the staff and pupils.
151. The accommodation provides a very good setting for learning. The school grounds and building are spacious and much thought has been given to their development to maximise the use of the space and facilities to provide the pupils with a stimulating learning environment. The innovative use of outdoor space in preparation for the forthcoming Foundation Phase is an outstanding

example of curriculum planning and good use of resources by the governors and senior managers.

152. The appraisal and performance management systems in place ensure that staff development is well organised and directly linked to the school improvement plan. The staff are deployed economically and efficiently and good use is made of their expertise; for example, staff are co-opted on to the Senior Management Team in order for their specialist knowledge to give positive direction to the school's strategic development. All teaching staff receive the required time for the planning, preparation and recording of pupils' work; they use their time well. The school is using its resources for workforce remodelling in an extremely efficient manner.
153. Senior managers, the school administrator and governors work very closely together to ensure that economic, efficient and effective use is made of available resources. Priorities for school development are well planned, fully costed and kept under review to ensure cost effectiveness. Significant financial resources have been allocated to good effect to modify the interior of the school and improve the outdoor learning facilities.
154. The planning and consideration given to develop the school to meet the needs of the pupils by the head teacher and governors is outstanding and their leadership has made a major contribution to the good standards observed. The school budget is carefully and accurately monitored and a sensible amount is carried forward as a contingency fund. The resource decisions are clearly linked to the agreed priorities and objectives. The school achieves very good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: good features and no important shortcomings

155. The overall quality of provision for the under-fives is appropriate to their needs and pupils are making good progress towards the Desirable Outcomes for Children's Learning.

Language, literacy and communication skills

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

156. Children's listening skills develop very well throughout the nursery and reception classes. When required they respond appropriately showing a real understanding for what has been said.
157. The youngest children willingly engage in conversation. They adapt their language well to suit different scenarios such as role-play or more formal discussions with adults. Reception children speak articulately often using complex sentence structures. All under-fives are very confident using Welsh words and phrases during their routines.
158. When they first start school, children quickly develop an interest in books. They enjoy listening to stories and handle books correctly, appreciating the significance of picture and print. Reception children recognise different sounds and their associated letters. The majority of children read simple books using appropriate strategies to read unfamiliar words. The most able reception children read fluently.
159. The youngest children enjoy making their own attempts at writing regularly throughout the day. Many older nursery children write their own names accurately. The majority of reception children are beginning to include recognisable sounds and letters when writing independently. They extend their writing skills and many write short phrases and sentences. The most able produce more extended paragraphs with reasonable degrees of accuracy.

Shortcomings

160. Although there are no important shortcomings, children are sometimes reluctant to use writing in their role play.

Personal and social development

Nursery: Grade 1: good with outstanding features

Reception: Grade 1: good with outstanding features

Outstanding features

161. Children in the nursery are extremely confident in the school environment. They settle well when they arrive at the start of sessions and quickly engage in their carefully planned activities. They work very well together sharing equipment and supporting each other.
162. Reception children are particularly well behaved. Nearly all demonstrate skills of perseverance and concentration and remain interested in their tasks for considerable lengths of time.

Good features

163. In both nursery and reception classes, children show developing skills of independence. They take appropriate responsibility for dressing and undressing themselves and toileting routines.
164. Nearly all nursery children demonstrate care and respect for other people and adults. They are beginning to understand that living things need to be treated with care and concern.
165. Reception children are attentive during whole class sessions and during adult led group activities. They usually wait their turn patiently, listen very well to others and do not interrupt.

Shortcomings

166. There are no important shortcomings.

Mathematical development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

167. From the time they start school, children develop a good understanding of number. They recall a range of number rhymes and count sets of objects accurately, often correctly matching the numeral to the number of objects counted. The youngest children begin to sort and match objects accurately and quickly identify common two-dimensional shapes.
168. Children make good progress in their numerical understanding. By the reception year, the more able children count confidently to 20. They are beginning to add and subtract numbers of objects to 10 using structured apparatus and interpret simple graphs correctly. Reception age children have a developing awareness of the passage of time and differentiate correctly, understanding that five minutes is longer than one minute for example.

Shortcomings

169. There are no important shortcomings, however, children's understanding of money is at an earlier stage of development than other aspects of mathematical development.

Knowledge and understanding of the world

Nursery: Grade 1: good with outstanding features

Reception: Grade 1: good with outstanding features

Outstanding features

170. Through their experiences in the outdoors, early years pupils have a really good understanding about different places in the locality.
171. Children have a very good knowledge of the jobs people do through visits to the locality, visitors to the school and their role-play activities. They also understand the importance of the environment and the need for healthy eating. All children show a real understanding of what are the essential features for successful growth in plants and animals.

Good features

172. Under-fives have a good appreciation of the differences between seasons and successfully identify key features of different climates.
173. Reception children begin to develop an understanding of places further afield. They also have a growing awareness of important events and characters from the past. In both classes children develop an appropriate understanding of the use and purpose of money in the hairdressers or café for example.
174. In both year groups, children are very confident using technological equipment such as computers, 'smartboards', programmable toys and digital cameras.

Shortcomings

175. There are no important shortcomings.

Physical development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

176. All children in the under-fives classes enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health and fitness and control body movements well. Nursery children are aware of the space around them and control their movements successfully to avoid others when using wheeled toys for example. They are confident in the outdoor environment running, jumping and landing off equipment.

177. Children generally develop appropriate manipulative skills. By the reception year, they use scissors with control and handle knives and forks properly at meal times. The majority of children have developed sufficient control to use pencils and crayons in order to include detail in their work. They handle computer equipment with good degrees of control.

Shortcomings

178. There are no important shortcomings.

Creative development

Nursery: Grade 2: good features and no important shortcomings

Reception: Grade 2: good features and no important shortcomings

Good features

179. As they move through the under-fives classes, children become increasingly skilful and confident experimenting with creative materials and tools to record their ideas. They use their imagination well to produce a range of artistic work. The work children produce using computer programs shows appropriate levels of control.
180. All children in early years classes enjoy singing and they keep broadly in tune. They are confident singing both accompanied and unaccompanied. Children enjoy using the environment to create their own music. In both early years classes, children show good imagination in their role-play and work creatively when developing their ideas.

Shortcomings

181. There are no important shortcomings.

Welsh second language

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

182. The school has a very strong Welsh ethos and this contributes well to pupils' very positive attitudes to the Welsh language. In both key stages, pupils' ability to pronounce familiar and unfamiliar words correctly is exceptional.
183. In key stages 1 and 2, pupils listen very attentively and with high levels of interest. They listen carefully to questions, concentrating on known sentence patterns. Older pupils demonstrate exceptional understanding of the language and confidently interact when working in pairs. They often make outstanding progress in learning and using new vocabulary and increasingly speak at length and engage in conversation on a wide range of topics. They answer questions fully and often initiate conversations. They are developing a

command of the negative and positive forms of responding to questions and use the past and present tense appropriately.

184. In key stage 1, pupils of all abilities make very good progress in their reading skills. Pupils read their written simple conversations accurately and with good levels of understanding. They read books that are well matched to their ability with the more able reading unfamiliar texts with high degrees of fluency and good understanding.
185. Pupils make very good progress in reading familiar and unfamiliar texts across key stage 2. They enthusiastically read a range of texts and stories. When reading an unseen text *Anrheg i Aled*, year 6 pupils confidently tackle unknown words and pronounce them very well, making very good progress in learning new vocabulary. Key stage 2 pupils of all abilities read with expression and a high degree of fluency.

Good features

186. All pupils including those in the Special Resource Base classes respond well to incidental Welsh at specific times of the day. In class they answer readily when their teacher speaks Welsh and demonstrate good understanding of instructions given during lessons.
187. Throughout the school, pupils work well together in paired activities and they know and join in eagerly and confidently with a good range of songs, hymns and prayers.
188. In key stage 1, pupils' familiarity with the spoken word is developing very well. They understand a very good range of everyday vocabulary. Older pupils of all abilities use full sentences when asking and answering questions about *Y Teulu*.
189. In key stage 1, pupils write for a range of purposes with their independent writing developing well using a variety of sentence patterns. Year 1 pupils make good progress in writing simple sentences using vocabulary well linked to the spoken word. In year 2, pupils use their knowledge of sentence patterns to write accurate sentences and make good use of their word-processing skills to write about *Y Teulu*.
190. Pupils of all abilities in key stage 2 make very good progress with their writing, sometimes writing in Welsh in other subjects across the curriculum. By the end of the key stage, they write at length and in a range of styles including dialogue, letters, descriptions and report writing. Their writing is accurate with good attention to spelling and punctuation with examples of a variety of sentence pattern and a good range of relevant vocabulary.

Shortcomings

191. There are no important shortcomings.

Mathematics

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

192. In both key stages, pupils enjoy their lessons in mathematics, develop their mathematical vocabulary well and achieve good standards.
193. Year 1 pupils calculate quickly and accurately when solving problems relating to money working within 10p or 20p and sometimes beyond depending on their ability. Pupils correctly select coins to represent given amounts and more able pupils describe several different combinations of coins to give the same amounts.
194. Pupils in year 2 correctly double and halve numbers mentally, working within 20 or up to 100 for the more able. The majority of pupils have a good understanding of odd and even numbers up to 100 and many add and subtract two digit numbers accurately and are developing a good understanding of place value.
195. Year 2 pupils successfully use practical apparatus to develop their understanding of the equivalence of fractions. All pupils understand that a fraction is part of a whole and the majority make up whole numbers by using combinations of halves and quarters. The most able pupils correctly find half or quarter of whole numbers up to 24.
196. By the end of key stage 1, pupils count confidently in 2s, 5s and 10s, they recognise common 2D and 3D shapes accurately and create and interpret simple graphs correctly.
197. Younger key stage 2 pupils accurately recall facts about triangles using correct mathematical terminology. Pupils at this stage explore the properties of circles and many correctly identify the radius and diameter and draw them accurately.
198. Pupils in year 3 create tally charts to find out favourite types of bread. They count accurately in both English and Welsh and have good understanding of representing and interpreting data. At this stage, pupils show speed and accuracy with multiplication facts and are developing their ability to use and apply their knowledge well.
199. In upper key stage 2, pupils have very good recall of multiplication tables and show firm understanding of the four rules of number. Many score very high or full marks in rapid fire mental arithmetic tests involving a variety of operations and standards are good.
200. In year 5, pupils draw horizontal and vertical axes and plot co-ordinates in the first quadrant. Pupils show very good understanding of co-ordinates and think

of real life examples for their use. They work accurately and show a good level of awareness of the use of co-ordinates to specify location.

201. Pupils in year 6 show good understanding of the mean as a measure of average and correctly calculate the range, mode and median of sets of data. They carry out investigations confidently and show a developing ability to work with larger numbers in a variety of operations. Pupils have a good understanding of place value, area, perimeter and equivalence of fractions, decimals and percentages. They explore and interpret line and other graphs accurately and generally use their mathematical skills effectively to solve a range of problems.

Shortcomings

202. There are no important shortcomings.

Science

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

203. Pupils in year 1 confidently name the main external parts of the human body and recognise the main changes that take place as humans and animals grow into adults. Through investigation, pupils have a very good understanding of how the five senses recognise and differentiate between a wide range of different stimuli.
204. Pupils in year 2 have a good understanding of how everyday materials and substances, such as ice and chocolate, change when heated and cooled. They record their findings accurately. They thoroughly investigate forces and motion to find out how far a toy car can travel down a ramp over a variety of different surfaces. Pupils have a good understanding of the fact that many household appliances use electricity and should be handled with care. Pupils have an appropriate knowledge of the principles of a simple electrical circuit.
205. By the end of key stage 1, pupils recognise the need for a fair test, they make sensible observations when doing tests and investigations, and they record their results using standard and non-standard measurements as appropriate. They have a good understanding of the life cycles of plants and animals.
206. Pupils in year 3 know that an adequate and varied diet together with exercise is needed to keep healthy. They understand the importance of dental care and know the functions of the different types of teeth. Pupils investigate the properties of materials, test the strength of magnets and use the internet effectively to find out how magnets are used in the real world.
207. In year 4, pupils investigate the effectiveness of a range of materials as insulators. They make predictions and test their hypotheses recording the rate that different materials lose their heat or cold. They use a 'forcemeter'

confidently to investigate friction measuring the force needed to move a range of objects over different surfaces. Pupils further their understanding of electricity by investigating the properties of different conductors and they understand how switches can be used to control light bulbs in simple series and parallel arrangements.

208. Pupils in year 5 have a good understanding of life processes. They carefully investigate the effect of changing conditions on the growth of plants and they understand the functions that the different parts contribute to the life cycle.
209. In year 6, pupils apply their ideas, knowledge and understanding of science when planning an investigation. They carefully plan for a fair test, consider what equipment to use and make careful observations and measurements and record them appropriately. By the end of the key stage pupils have a good understanding of the process for scientific enquiry and a good knowledge of the programmes of study.

Shortcomings

210. Although there are no important shortcomings, in a few classes, pupils' problem solving skills are under-developed.

Physical education

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

211. Pupils in both key stages understand the need for warm up and warm down activities before and after vigorous exercise. They have a good understanding of the beneficial effects of exercise on their bodies and how exercise and diet help them to maintain a healthy lifestyle.
212. All pupils change appropriately for exercise and they know the dangers of wearing jewellery. Pupils adhere well to safety matters and they take good care when using large or small apparatus and they put them away in an organised manner.
213. Year 1 pupils explore basic body actions in dance and gymnastics performing single movements well and they begin to combine them to make a sequence. When performing, pupils show an increasing awareness of the space available and of others around them.
214. In year 2 gymnastic activities, pupils plan and repeat their sequences of actions showing good co-ordination, control and variety. Pupils begin to think about how they can start and end their sequences. The more able pupils plan longer sequences and perform their movements with good fluency and body shape.

215. Younger key stage 2 pupils progress well with their ball and stick techniques for hockey when practising skills and playing minor games. They begin to play with increasing fluency and accuracy developing simple tactics for attacking and defending. The more able pupils show a good spatial awareness and use space well to keep possession and for getting into positions to receive the ball to shoot to score.
216. Older key stage 2 pupils watch and describe others' performances, as well as their own, and they suggest good ideas and practices to make them better. They plan their own warm up activities to suit the theme of the lesson and they co-operate well in small groups to set out their own course to develop skills for practising dribbling, controlling and shooting a football.
217. When exploring the theme of volcanoes in dance, older key stage 2 pupils begin to work creatively and imaginatively in pairs and in small groups to compose and structure dance movements. The more able pupils perform their movements with good expression and sensitivity using the music well to represent the build up to the eruption.

Shortcomings

218. Although there are no important shortcomings, younger key stage 2 pupils do not always evaluate and refine their movements in gymnastics as thoroughly as they might.

Religious education

Key stage 1: Grade 2: good features and no important shortcomings

Key stage 2: Grade 2: good features and no important shortcomings

Good features

219. In year 1, pupils successfully recall their visit to a church. They describe a christening ceremony and many recall the role play they enacted and the role of the vicar and the god-parents. Some recall the stained glass windows and know that they sometimes represent stories from the Bible such as the story of Noah.
220. Pupils in year 2 act out the Shabbat ceremony; they maintain a reverent atmosphere and carefully explain the significance of each part of the ceremony. Pupils know about the challah bread and the significance of the plait and they design covers for the challah bread some trying to incorporate Hebrew words. During the ceremony, pupils show respect for Jewish traditions and some state how the meal differs from their usual meal at home.
221. In year 3, pupils understand that candles are used as symbols in many religions. They recall many types of candles such as Advent, Christingle, Paschal, Diwali and Hannukiah and know many interesting facts about why they are used. Some pupils know the story of John the Baptist and explain the difference between infant and adult baptism. Many recall visits to places of worship and are familiar with the names of the font and baptistery.

222. Pupils in year 4 take part in a role play of a Jewish Seder meal. They understand that the foods are symbolic and that the Seder meal takes place throughout the world as Jews celebrate the Passover. With help, pupils retell the story of Moses and some have good knowledge of the Passover festival.
223. In year 5, pupils use the internet to research Christian religions. They search for information on Methodists, Quakers, Salvation Army, Catholics and Baptists and many sensibly draw similarities and differences between the various marriage and baptism ceremonies, church leaders, and places of worship. The majority of pupils understand that many symbols and ceremonies are common to many religions.
224. Year 6 pupils use circle time to explore the importance of the cross to Christians. Pupils have good knowledge of Christian symbols and those from other faiths and a well developed understanding of the ways in which religious beliefs and practices affect their own values. These pupils express their personal responses in a very mature manner and show that they are developing positive attitudes towards people with different beliefs and practices.

Shortcomings

225. There are no important shortcomings.

School's response to the inspection

The inspection findings confirm that Llanishen Fach is a good school with outstanding features. We are pleased that the inspection team recognised our pupils' outstanding social, moral and learning skills and that the behaviour witnessed at Llanishen Fach was "extremely good".

The report identifies good reasons why the pupils are able to flourish:

- High teacher expectation and outstanding relationships between staff and pupils with teaching being improved since the last inspection;
- A high quality curriculum supplemented by an outstanding range of extra curricular activities, planned outdoor experiences and visits to places of educational interest;
- The provision of a secure, safe and happy environment where every pupil is valued and included;
- The provision of outstanding support for pupils with additional learning needs.

The report rightly emphasises the immense contribution made by teaching assistants, administration, caretaking and ancillary staff to the success of the school. The Governing Body's work in acting as a "critical friend" was duly recognised as being instrumental in giving the school a strategic focus. We are delighted that the links with parents have been described as "excellent" and that parental support of learning and fundraising are deemed to be "very effective". We appreciate the inspection team's clarification of the end of Key Stage 2 standards achieved by our pupils. The team clearly acknowledged that the inclusion of the results of pupils in the Special Resource Base reduces the school's overall attainment by at least 10 per cent.

The inspection team carried out their task in a professional and rigorous manner and have provided the school with three recommendations, which, when addressed will strengthen and develop the school's provision. The school's self-evaluation process included two out of the three recommendations in the 2007-08 School Improvement Plan. The work already undertaken will continue in 2008-09 and will be based on action plans incorporated into our next School Improvement Plan. The inspectors recognise that conscientious marking of pupils' work takes place. We now need to refine this process to inform our pupils of the 'next step' they need to undertake to improve the quality of their work. This recommendation will be addressed in the next School Improvement Plan.

The Governing Body will scrutinise the progress made by the school in fulfilling the recommendations made by the inspection team. Parents will be made aware of the progress of the action plans when they receive the Governing Body's Annual Report to Parents.

Appendix 1

Basic information about the school

Name of school	Llanishen Fach Primary School
School type	Nursery and Primary
Age-range of pupils	3 –11 years
Address of school	Heol Uchaf, Rhiwbina, Cardiff
Postcode	CF14 6SS
Telephone number	02920 627886

Head teacher	Mr Frank Rees
Date of appointment	January 1994
Chair of governors/ Appropriate authority	Mr Paul Jeffries
Registered inspector	Mrs Maggie Morgan
Dates of inspection	January 28 – 31 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	35.5	71	60	60	51	65	63	63	468.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	21	2	22

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	9:1
Pupil: adult (fte) ratio in special classes	5:1
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2007	90	92.6	94.5
Summer 2007	94	92.3	94.6
Autumn 2007	93	93.8	94.9

Percentage of pupils entitled to free school meals	2.0%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		51		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School				65	35
		National		3	13	63	20
En: reading	Teacher assessment	School			2	45	63
		National		4	14	55	27
En: writing	Teacher assessment	School			2	78	20
		National		5	14	68	12
En: speaking and listening	Teacher assessment	School				63	37
		National		2	10	63	24
Mathematics	Teacher assessment	School				61	39
		National		2	10	64	23
Science	Teacher assessment	School				25	75
		National		2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	100	In Wales	80.6

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

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2007			Number of pupils in Y6					68				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	
English	Teacher assessment	School						10	9	45	36	
		National				1	1	4	16	48	30	
Welsh	Teacher assessment	School										
		National										
Mathematics	Teacher assessment	School						9	15	36	40	
		National				1	1	3	14	48	33	
Science	Teacher assessment	School						6	10	30	54	
		National				1	0	2	12	52	34	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	75	In the school	N/A
In Wales	74	In Wales	N/A

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 17 inspector days in the school. A team meeting was held prior to the inspection.

There was a Nominee from the school (Head teacher).

Inspectors visited:

- 49 lessons or part lessons.
- All classes.
- Acts of collective worship.
- A range of extra-curricular activities.
- The School Council.
- The Eco-Committee.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection began.
- Senior managers, teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

- The school's self evaluation report.
- 225 responses to the parents/'carers' questionnaire.
- A comprehensive range of documentation provided by the school before and during the inspection.
- A range of pupils' work.

The inspection team also held post inspection meetings with the head teacher, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan Reporting Inspector	Context, Summary, Recommendations, Appendices Contributions to Key Questions 1 and 5 Early years
Caterina Lewis Lay Inspector	Contributions to Key Questions 1, 3, and 4
Cliff Brace Team Inspector	Contributions to Key Questions 2, 3 and 6 Science and Physical education
Sue Parsons Team Inspector	Contributions to Key Questions 2 and 6 Mathematics and Religious education
Delyth Parris Team Inspector	Contributions to Key Questions 1 and 4 Welsh second language
Frank Rees Nominee	Contributions to all Team Meetings and Collation of School Documentation

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.