

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

**LLYSFAEN PRIMARY SCHOOL  
ROWAN WAY  
LISVANE  
CARDIFF  
CF14 0TB**

**SCHOOL NUMBER: 681 / 2147**

**DATE OF INSPECTION: 27<sup>TH</sup> - 31<sup>ST</sup> JANUARY 2003**

**BY**

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**REGISTERED INSPECTOR: W017669**

**DATE: 17<sup>TH</sup> MARCH 2003**

**UNDER ESTYN CONTRACT NUMBER: C/T/112/02P**

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## **CURRICULUM NOMENCLATURE AND KEY STAGES**

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

|       |     |     |     |     |     |      |       |       |       |       |       |       |       |       |
|-------|-----|-----|-----|-----|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|
|       | R   | Y1  | Y2  | Y3  | Y4  | Y5   | Y6    | Y7    | Y8    | Y9    | Y10   | Y11   | Y12   | Y13   |
| Years | 4-5 | 5-6 | 6-7 | 7-8 | 8-9 | 9-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

## **GRADE DESCRIPTIONS**

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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

|        |   |   |
|--------|---|---|
| ACCAC  | - | Awdurdod Cymwysterau Cwricwlwm ac Asesu Cymru<br>(The Qualifications, Curriculum and Assessment<br>Authority for Wales) |
| AT     | - | Attainment Target   |
| CoP    | - | Code of Practice  |
| CD     | - | Compact Disk  |
| CD-ROM | - | Compact Disk Read Only Memory   |
| ELWA   | - | Education and Learning Wales  |
| EWO    | - | Education Welfare Officer   |
| GB     | - | Governing Body  |
| ICT    | - | Information and Communications Technology   |
| IEP    | - | Individual Education Plan   |
| INSET  | - | In-Service Education and Training   |
| KS     | - | Key Stage   |
| LEA    | - | Local Education Authority   |
| LPSH   | - | Leadership Programme for Serving Heads  |
| LSA    | - | Learning Support Assistant  |
| NC     | - | National Curriculum   |
| NPQH   | - | National Professional Qualification for Headteachers  |
| PSE    | - | Personal and Social Education   |
| PTFA   | - | Parent Teacher and Friends Association  |
| QCA    | - | Qualifications and Curriculum Authority   |
| SDP    | - | School Development Plan   |
| SEN    | - | Special Educational Needs   |
| SENCO  | - | Special Educational Needs Co-ordinator  |
| SMT    | - | Senior Management Team  |
| WAG    | - | Welsh Assembly Government   |

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## PART 2: THE INSPECTION SCHEDULE

### 1. CONTEXT

#### The school and its priorities

Llysfaen Primary School is located on the east side of Cardiff in a very popular village community. The area is advantaged with the local housing consisting of a mixture of traditional and modern large family homes. Around 1.6% of the pupils are entitled to free school meals, which is well below the national average, and 95% come from homes where English is the dominant spoken language.

The school is a modern single storey building and consists of a main school block housing reception and KS1 classes, together with many separate Portakabin classrooms accommodating KS2 classes. There is one large playground and one purpose built environmental area. A large grassed area also exists, which is used extensively for school sport. The school currently caters for 386 pupils taught in 14 single age classes. The school currently has 82 children on its SEN register; no pupils have a statement of SEN. Approximately 8.6% are from ethnic minority backgrounds, but there are none who are natural Welsh speaking.

The governors and staff have worked together to produce a vision statement and a SDP, which highlights the school's short and medium term priorities. The school was last inspected in the Autumn term of 1997.

### 2. MAIN FINDINGS

#### The main findings of the report

This is a very effective school with a number of notable features. Standards are consistently above the local and national averages in all three core NC subjects; the quality of provision is very good and management overall is good.

- Standards of achievement overall in the school are 100% satisfactory or better in the work seen, of which around 50% is good and 33% very good.
- Standards in the early years are very good across all the six aspects of learning. The educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the desirable outcomes for children's learning.
- Standards achieved in the six areas of learning are as follows:

|  |           |
|--|-----------|
| Language, Literacy and Communication     | Very good |
| Personal and Social Development          | Very good |
| Mathematical Development                 | Very good |
| Knowledge and Understanding of the World | Very good |
| Physical Development                     | Very good |
| Creative Development                     | Very good |

- Standards in the subjects of the statutory curriculum are as follows:

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

- In key skills across the curriculum ICT is very good, and speaking, listening, reading, writing and numeracy are good.
- Spiritual, moral, social and cultural development is good. Pupils are provided with structured and sympathetic opportunities to understand various religious faiths and to gain an awareness of differing beliefs and religious customs. Overall, their personal and social skills are well developed and their relationships with peers and adults are very good.
- Behaviour and attitudes to learning are very good. Pupils are courteous and highly responsible; opportunities to demonstrate initiative are many and varied.
- Standards of attendance are good overall. Most pupils arrive punctually in school, allowing lessons to start promptly, although there is a small minority of pupils who arrive late in the morning and disrupt the start of lessons.
- The quality of teaching overall in the lessons observed is around 99% satisfactory or better, of which about 36% is good and 48% very good. There is evidence of good practice in nearly all classes and very good practice in all year groups.
- Teachers plan very effectively together in year groups with respect to medium term curriculum planning; short term planning is also extensive, but is of more variable quality and does not always inform the teaching and learning process. Teachers have a sound knowledge of the statutory curriculum and, with the deployment of specialist staff in certain NC foundation subjects, a high level of teaching quality is achieved.
- All classes are well managed and lessons are orderly and well structured.
- There is a wide variety of teaching strategies. Although much of the work is teacher directed, teachers use an appropriate questioning style on a regular basis and provide many opportunities for pupils to work independently and take responsibility for their own learning,

particularly with respect to the use of ICT. However, very occasionally lessons lack pace, challenge and continuity.

- The provision for differentiation is consistent between classes and year groups. Work is well matched to individual abilities and more able pupils are often challenged to realise their full potential. Those requiring individual attention in numeracy and literacy have very good support.
- Class support assistants and parents all provide very valuable help to promote pupils' learning and well-being; this is a strong feature of the school.
- Arrangements for assessment, recording and reporting are very good overall; the quality of marking and feedback is generally very good, although diagnostic feedback could be extended. Initiatives by the school to provide parents with regular information about their child's progress is welcomed and annual written reports are of good quality.
- The school offers pupils a broad, balanced and relevant curriculum, covering all aspects of the NC. It is enhanced by a wide range of good quality extra-curricular activities, including cultural visits to places of interest, field trips, competitive games and participative sporting activities.
- There is a caring ethos and the provision for support, guidance and pupils' welfare is very good.
- The quality of provision for pupils with SEN is very good and tasks are always matched appropriately to individual learning needs and stages of development. Pupils generally make good progress.
- The school's partnership with parents and community, schools, other institutions and industry are very good. Efforts are made to communicate regularly with parents, a large number of whom make a very valuable contribution to the life of the school. However, the school prospectus and the governors annual report to parents do not fully meet statutory requirements.
- Self-evaluation and planning for improvement is becoming well established, although formal reporting and monitoring involving senior management and staff is not efficiently systematic to maximise improvement.
- The role of the curriculum co-ordinator is developing well and a very good staff development programme is a notable feature of the school.
- The SDP is a good working document and provides clear short and medium term goals for the school. It also identifies the school's immediate priorities and gives sufficient attention to timescales, the monitoring of targets and mechanisms for evaluating degrees of success.
- The leadership and efficiency of the school are good. The head exercises a good overview of day-to-day school management and administration and the deputy head also undertakes a wide range of work in support of the head.
- There is a clear team approach, but no formal SMT and the structures underpinning the management processes are underdeveloped.

- The GB is kept well informed by the head and is led effectively by its chairperson. Overall, the school benefits from its very strong support, which has a positive impact on the school's progress and development.
- Daily routines are effectively organised and the school administrator contributes greatly to the smooth running of the school.
- Overall, the budget is well managed and expenditure is carefully monitored. The school gives good value for money.
- Available resources are managed efficiently by the GB and head and substantial extra funding from the PTFA impacts positively on the provision for learning.
- Resources and facilities are generally good overall, although it is notable that there is no school library. Space in all parts of the school is at a premium, especially in the main hall.
- There has been clear evidence of real progress since the last inspection.

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

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

Standards of achievement overall in the school are 100% satisfactory or better in the work seen, of which 49% is good and 33% is very good.

- Standards in the early years are very good across all the six aspects of learning.
- Standards in English are very good overall in the school; the majority of pupils display very good progress in speaking, listening, reading and writing.
- Standards in mathematics are good in KS1 and very good in KS2; pupils have a sound knowledge and understanding across the ATs of the NC.
- Standards in science are good in KS1 and very good in KS2; pupils experience a range of experimental and investigative work and there is a clear development of exploratory study skills.
- Standards in Welsh second language across both key stages are satisfactory; a good feature is the use of incidental Welsh, but there are some shortcomings in reading and understanding of the language.
- In KS1 standards in art and religious education are very good and in design and technology, information technology, history, geography, music and physical education they are good; pupils' skills are well developed and opportunities to enhance learning are consistently exploited.
- In KS2 standards in information technology, art and religious education are very good and in design and technology, history, geography, music and physical education they are good.

- The school's results in NC tests in all three core subjects in KS2 are well above local and national norms and when compared with schools of a similar nature are all in the upper percentile. Results have improved annually since the last inspection.

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

In key skills across the curriculum ICT is very good and speaking, listening, reading, writing and numeracy are good.

- Pupils generally develop good skills in listening and speaking; they listen attentively to teachers and share ideas and opinions on various topics.
- A wide range of quality literature and multi-media resources, together with the regular use of class reading times, effectively reinforces reading skills. Pupils read for pleasure and enjoyment. Research skills in a variety of subjects are also well developed.
- Pupils' writing for a variety of purposes is good. They make good progress in adapting their writing styles to suit different texts and audiences in most subjects.
- There is real evidence of pupils using their numeracy skills in a wide range of activities for example in science, geography and history. Opportunities to develop pupils' numeracy skills in other subjects are evolving and developing appropriately.
- Standards in using ICT across the curriculum are very good. Computers and other electronic equipment are used regularly for a range of activities. Pupils use CD-ROMs, PowerPoint and the internet to effectively research topics, for example in history, geography and science.
- A policy for key skills is in place and is presently under review.

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

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

Pupils' spiritual, moral, social and cultural development is good.

- Collective worship takes places on a regular basis via whole school and key stage assemblies, as well as circle time. Every term or half-term each class performs a class assembly. Live and recorded music is used appropriately and a suitably reverent ambience is created. Spirituality is further developed through religious education lessons.
- Pupils have a clear sense of right and wrong; they are caring towards others and show concern for those less fortunate than themselves, for example through their support for charities. They are courteous and relate confidently to adults.
- Pupils work collaboratively and play together very well. They are co-operative and helpful and older pupils help supervise the youngest children.
- Pupils are aware of the importance of healthy living, the need to decrease waste and what aspects contribute towards sustainable development.

- Good attention is given to pupils' cultural development. The Cwricwlwm Cymreig is promoted through a variety of subjects. Pupils make regular cultural visits to places of interest locally and further afield. The enriching multicultural education pupils receive contributes to their awareness of racial issues and other cultures.

## **4.2 Behaviour and Attitudes**

Pupils' behaviour in all areas of the school is very good.

- Pupils' attitudes to learning are good overall, but a few KS1 pupils sometimes do not remain on task for the whole lesson.
- The school has good strategies for behaviour management. Satisfactory records of disciplinary matters are kept and parents are properly informed if their child misbehaves.
- As part of the merit system, staff reward pupils with points, stickers and certificates for hard work, good behaviour, positive attitudes and helpfulness. Pupils' achievements are recognised at a weekly 'achievement' assembly. Both pupils and their parents value this system.
- Pupils have very good relationships with each other and with all members of staff. They are courteous and self-confident when talking to visiting adults.
- As part of the prefect system, Y6 pupils are able to take on appropriate responsibilities, such as passageway supervision, helping at wet break times and in assemblies. Older pupils also help younger ones through class links and they organise charity events each term.
- There have been no exclusions in the past twelve months.
- The school's discipline policies provide sound procedures for handling any instances of bullying or racism, none of which was seen during the inspection.

## **4.3 Attendance**

Attendance levels are good.

- Attendance averaged 95.4% during the previous year. This figure is similar to the last inspection. Attendance during the last term has further improved to 95.9%.
- Over the past year unauthorised absence levels, at less than 0.2%, have been lower than the all Wales average.
- The EWO gives good support and visits the school twice per term or more frequently if necessary.
- Pupils' punctuality at the start of the school day is satisfactory overall although a minority of pupils was seen to arrive late during the inspection, which disrupted the start of lessons.
- The school's registration procedures generally comply with the requirements of WAG Circular 3/99, although the completion of some registers lacks rigour.

## **5. QUALITY OF EDUCATION**

### **5.1 Teaching**

The quality of teaching overall in the lessons observed is around 99% satisfactory or better, of which about 36% is good and 48% very good.

- Teachers prepare lessons well and ensure that appropriate learning materials and resources are ready and available for pupils. Learning objectives are generally clearly specified. Sessions are often well paced and promote the development of a positive learning environment.
- A wide variety of teaching strategies are used. Although much of the work is teacher directed, there are ample opportunities for pupils to work independently and to take responsibility for their own learning.
- Lessons are well structured. Questioning techniques are sensitively developed in all classes with a focus mainly on drawing out pupils' own ideas and opinions. Instructions and directions are clearly given at the start and conclusion of lessons.
- Lessons overall are generally well managed and in the best practice attention is given to appropriate differentiation and a concern for achieving learning outcomes.
- Problem solving, collaborative group work and individual research are consistent features in all classes.
- Teachers know pupils very well and provide appropriate praise and encouragement; they monitor progress during lessons well and provide good verbal feedback.
- Teachers have a very sound knowledge of the statutory curriculum. They attend many relevant INSET courses and some staff design and deliver INSET courses to their colleagues both in school and in local school clusters. As a result, support via curriculum leadership is becoming well developed in most NC subjects, especially the core subjects.
- Class support assistants, along with a large number of parents, all provide very valuable help to promote pupils' learning, and well being; this is strong feature of the school.

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

The quality of assessment, recording and reporting is very good.

- LEA baseline assessment tests are carried out shortly after children start in the reception class; a school baseline is also administered in the autumn term.
- NC assessment data and baseline data are thoroughly analysed in order to identify pupils' strengths and weaknesses, to inform future planning and to aid target setting. Standardised tests are used regularly to provide teachers with sound knowledge of pupils' achievements.
- Focused assessments are made three times a year in science and mathematics and five times a year in language. Language samples are annotated and are kept in pupils' jotters and

profiles. Staff keep a variety of records to monitor pupils' progress. Detailed reading records are kept and pupils' progress is tracked carefully. Individual targets are set for each pupil each term in writing.

- Subject portfolios of annotated and levelled exemplar material enhances the procedures for assessment.
- Medium and short term planning is regularly assessed and, in the best practice, this helps to inform future planning.
- The school has a marking policy. Pupils' work is marked regularly; written comments are always constructive and support learning.
- Parents are invited to school during the autumn term when the head and members of staff give a presentation on the topics and areas to be covered during that term. Parents formally discuss their child's progress with teachers during the spring and summer terms. The contents of the annual reports are comprehensive and comply with statutory requirements.

### **5.3 Curriculum**

The curriculum is broad, balanced and relevant.

- Detailed policies and schemes of work are in place for all curriculum subjects.
- Medium and long term planning is based on a sensitive mix of information, mainly drawn from LEA, QCA and other published schemes of work. A huge amount of work has gone in to this aspect of curriculum planning. Short term planning is less detailed and more variable across classes and year groups. Differentiation for pupils of varying abilities is a consistent feature of the planning in all classes.
- Schemes of work indicate a response to the changes of Curriculum 2000 and strategies for the recording of key skills and PSE are being put in place in line with ACCAC guidance. Year planning groups work on curriculum delivery and development and are beginning to inform the teaching process.
- The local community and aspects of the Cwricwlwm Cymreig feature satisfactorily in curriculum provision. Links between curriculum areas are often well planned, especially in the creative arts.
- Visits to places associated with topics studied give pupils valuable first hand experiences. Visitors to school, such as historians, artists in residence, storytellers, musicians and members of the community, complement classroom experiences and enrich the curriculum.
- Extra-curricular activities considerably enhance the quality of the curriculum. These include a choir, and clubs for computing, French, music, dance, the performing arts and sport.
- A home-school agreement sets out homework expectations and systems are applied consistently.

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

The school provides a safe and happy environment, in which pupils receive very good support and guidance for their health and welfare.

- Pupils have good relationships with each other and with all members of staff, both teaching and non-teaching. Each pupil in the school is equally valued. Achievements are celebrated weekly during assembly.
- There are clear and effective policies appertaining to health and safety, sex education and PSE. Many aspects of PSE are already well established in the school and are addressed in effective circle time sessions.
- Good procedures are in place to ensure that academic progress and personal development are monitored effectively.
- Girls and boys have equal opportunities in every aspect of the curriculum and school life.
- Appropriate fire procedures are in place and a fire drill takes place once a term.
- An adequate number of staff are suitably trained in first aid; pupils are suitably supervised during break times and mid-day.
- Staff are aware of their responsibilities in the area of child protection. A member of staff is the named person and the policy follows the accepted guidelines on how to respond to any allegation or instance of abuse.

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

The quality of provision for pupils with SEN is very good.

- Eighty-two pupils (21%) are identified by the school as requiring SEN support; all are integrated within mainstream classes and have full access to the NC. No pupil has a statement for SEN and there are no NC disapplications.
- The school's policy for pupils with SEN is in accordance with the CoP and in line with government guidelines. The relevant documentation is informative and supportive.
- Arrangements are in place for the early identification of pupils with SEN; support systems and procedures are very effectively managed by the SENCO and the SEN support teacher, who maintain close liaison with all class teachers, support staff and non-teaching staff.
- IEPs are prepared when greater support is required at School Action and School Action Plus. The SENCO, SEN support teacher, class teachers and learning support staff liaise closely to set clearly defined targets that are monitored and reviewed regularly. A day by day IEP is also used by the SEN support teacher in order to continually monitor progress.
- IEPs are retained by class teachers and equality of access is assured.

- Support is given through both the withdrawal of pupils and in-class help, under the supervision of a dedicated team of qualified LSAs, led by a (0.4) SEN teacher and the SENCO. Very good use is made of ICT to support learning.
- Pupils generally make good progress and are taken off the SEN register when they attain the targets set in their IEPs.
- Parents of pupils with SEN are informed of their child's progress and are invited to the school for review meetings.
- The GB member with designated responsibility for SEN is enthusiastic and liaises closely with the SENCO and monitors provision.
- Effective liaison is also maintained with external support agencies.

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

The school has very good relationships with parents, organisations in the local community, schools and other institutions.

- About half the parents completed the pre-inspection questionnaire; a very large majority of their responses expressed support for the school. These views were confirmed by further brief discussions with parents during the inspection.
- Most of the information provided to parents through useful handbooks, regular newsletters, reports and meetings is of good quality. However, the school prospectus and the governors' annual report to parents do not contain all the information statutorily required. The majority of parents have positively responded to the home-school agreement.
- An active PTFA organises events, which raise significant funds to help the school. Recent donations have included the purchase of extra information technology equipment and improvements to the school's exterior areas.
- Twenty-five parents and other adults regularly help in class by listening to pupils' reading and assisting with design and technology and art.
- There are good relationships with the nearby Church-in-Wales Parish Church. The vicar, who is a school governor, leads assemblies twice each term and talks to pupils in support of the curriculum. Another governor and other members of the nearby Baptist Church also regularly visit the school.
- There are good links with the LEA, EWO and social and medical services. The community policeman regularly talks to pupils about matters concerning their personal safety. There are also useful and informative visits from road safety and fire service personnel.
- There is a good partnership with two nearby nursery schools and the high school, which Y6 pupils attend for taster days and sports and social events. Teachers exchange visits and provide good quality curricular information to ensure that the subsequent transfer of pupils to the secondary school is as smooth as possible.

- Some of the secondary school students come to Llysfaen as part of their work experience. There is also an effective link with a local university whose students come to the school as part of their teacher training.
- Pupils entertain residents at local homes at Christmas time and take gifts to them at harvest festival.

## **5.7 Partnership with Industry**

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

- About fifty local shops and businesses support the school through the donation of money and/or materials. A local painting and decorating company recently gave generous help to improve the quality of the school's accommodation.
- Pupils have made many useful visits to local shops and companies in support of the curriculum; these include several farms, banks and a music technology firm.
- Business people regularly come to the school to talk to pupils about their jobs. Recent visitors have included a nurse, doctor, dentist, fireman, historical author and artists. In addition, a nearby advertising company has advised pupils about methods of marketing the school's CD as part of a recent mini-enterprise project. This project was effective in introducing pupils to commercial practices.
- The school is currently developing a link with ELWa to enhance staff development. Both the head and deputy head have successfully engaged in LPSH and NPQH training, which requires links with industry.

# **6. MANAGEMENT**

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

Self-evaluation and planning for improvement is becoming well established, although formal reporting and monitoring involving senior management and staff is not sufficiently systematic to maximise improvement.

- The school uses a range of procedures to evaluate standards achieved and the quality of provision. The use of assessment data to identify set measurable targets for further improvement is at a mature stage of development.
- Current priorities for development have been clearly identified and agreed and are appropriate to the immediate needs of the school. These priorities are substantive and highly relevant with respect to school improvement and school effectiveness.
- Governors are totally involved in shaping the school's aims, achievements and educational provision. Staff and governors work closely together in all aspects of the life of the school and have a clear sense of mission and priority for school improvement. The GB have worked hard to protect certain elements of school organisation, notably single age classes, class sizes and learning support.

- Staff and senior management meetings are not formally minuted and action points are not explicitly and formally agreed.
- Formal mechanisms for self-evaluation and review are not always clearly evident. However, the collegial atmosphere and team spirit in the school fosters a culture of openness and transparency, which allows school improvement and school effectiveness to be realised. Constructive reports by the head and deputy head to the GB are a regular feature of school management.
- The role of the curriculum co-ordinator is developing well. There is good direct and indirect monitoring and review of standards in all NC subjects. However, whilst direct monitoring of standards, teaching quality and curriculum development does occur, it is not yet detailed and systematic in its nature.
- The SDP is a good working document; it serves as a clear foundation for further achievement in the medium and long term. It also identifies the school's immediate priorities and gives sufficient attention to timescales, the monitoring of targets and mechanisms for evaluating degrees of success.

## **6.2 Leadership and Efficiency**

The overall leadership and efficiency of the school are good.

- The head and deputy head have developed a clear vision of the educational needs and priorities of the school and exercise an appropriate overview of its day-to-day management and administration.
- The deputy also undertakes a wide range of work in support of the head. There is a clear team approach to management. However, the structures underpinning these management processes are underdeveloped and do not assure continued school improvement.
- At present, management decision-making rests solely with the head and deputy head; these two senior staff constitute the school's leadership team as there is no formal SMT. However, the heavy emphasis on collegial decision making by the whole staff, sponsored by the head, allows for a very democratic environment.
- The GB is very proactive, well informed by the head and led effectively by its chairperson. The school benefits from its very strong support which has a positive impact on the school's progress and development.
- Daily routines operate very efficiently and the school administrator contributes greatly to the smooth running of the school.
- The current budget is well managed and controlled by the head and approved through the GB. The budget is suitably prioritised via the SDP; expenditure is carefully monitored and evaluated.
- Available resources are managed efficiently by the head and GB and substantial extra funding from the PTFA impacts positively on the provision for learning.

- A staff appraisal and personal development system has been introduced and is working effectively to develop teachers' knowledge and skills and ultimately to raise standards further.
- The school complies with all statutory requirements and takes good account of all government guidelines.
- The school gives good value for money.

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

Staffing, accommodation and learning resources are good.

- Job descriptions exist for all teaching staff, class support assistants and lunchtime supervisors. Additionally, a very good staff development programme is in place for all staff and GB members and this is a notable feature of the school. These policies and procedures have allowed for the emergence of a strong sense of teamship throughout the school and have underpinned improvements since the last inspection.
- INSET is regarded by all staff as a key element of their training and development. Also, it is noticeable that all INSET is evaluated and best practice examples are regularly utilised.
- The school caretaker and ancillary staff contribute very well to the smooth running of the school.
- The school building is generally in a good state of repair. All classrooms and the main hall are used purposefully to support learning. The school has made good use of additional classrooms to promote many aspects of the curriculum. However, it is notable that there is no school library and space is at a premium, especially in the main hall. Additionally, outside play for the early years would be further enhanced with the provision of a dedicated and fenced yard area.
- Displays are good and form a prominent and valuable feature throughout the school; they celebrate achievement and provide an attractive learning environment.
- Overall, subjects in the curriculum are very well resourced and effective use is made of available equipment and materials.

## **7. SUBJECTS AND AREAS OF LEARNING**

### **Standards achieved by pupils**

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

The educational provision for the under-fives, taken overall, is appropriate to their needs and children make very good progress towards the desirable outcomes for children's learning.

#### **Good Features**

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

- Language, literacy and communication skills are very good. Children listen attentively, speak fluently and listen well to the contribution of others. They recognise initial letter sounds and know that writing begins on the left hand side of the page and that sentences begin with a capital letter. Writing skills are further developed through emergent writing, whilst role playing in the home corner. Children are able to answer questions in Welsh involving colours and clothes, such as 'trowsus brown'.

### **Personal and social development**

- Personal and social development is very good. Children know daily routines and begin to take responsibility for their own learning. They show enthusiasm for their work, remain on task and are able to work independently. They listen to other children thoughtfully and are able to work collaboratively in pairs and small groups. Relationships between teachers, support staff and children are also very good.

### **Mathematical development**

- Mathematical development is very good. Children are able to sort, match and count familiar objects. They know numbers to 10 very well and are able to recognise and order numbers up to 20. They handle money and begin to understand simple values. They develop concepts of size and position, and use appropriate mathematical language through well structured practical activities. Children participate well in mental mathematics and understand the concept of zero.

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

- Knowledge and understanding of the world are very good. Children explore simple science concepts and readily ask questions about why things happen. They are able to carry out simple experiments to test whether or not a particular material is waterproof. They develop a real sense of the past and present. They are eager to discuss an old iron and its component parts and compare it with its modern equivalent. They understand that certain people in the community help us, and they consolidate this learning by dressing up in role play situations. Computer skills also develop well with children showing a good knowledge of the keyboard and mouse control.

### **Physical development**

- Physical development is very good. Children show good control and fine motor skills when using a pencil or cutting with scissors. They use the school hall and playground environments to develop their gross motor skills and they move confidently and show an awareness of space and timing. They display very good hand eye co-ordination when working with a ball and very good co-ordination when balancing. They use bikes confidently to weave in and out of cones in a large circle on the schoolyard.

### **Creative development**

- Creative development is very good. Children sing enthusiastically responding well to signals for softer or louder. Their artwork is very good and they are confident with mixing colours and are willing to experiment. They make very good progress in techniques, such as gluing, using scissors, painting and printing. They enjoy creative activities, remain on task and show a high level of concentration. They develop their ability to use their imagination

through role play. Their finished work is displayed to a very good effect, which helps them to begin to understand and appreciate the work of others.

## **English**

Standards are very good in both key stages.

### **Good Features**

- KS1 pupils listen with sustained concentration to adults and each other and participate well in class discussions; they speak about their work and share their experiences confidently with peers and adults. They discuss meanings in texts, offer explanations in their own words and express their opinions effectively. They enthusiastically participate in class presentations.
- Pupils in KS1 read fluently with expression and give their opinions about authors and books. They respond imaginatively to the ideas, plot, and characters in stories. They recognise the organisational, structural and presentational features of different types of text. They are aware of the differences between fiction and non-fiction texts.
- KS1 pupils develop increasing understanding of word formation, sentence patterns and text knowledge; they begin to use capital letters and full stops and organise sentences in their writing; they understand the importance of a beginning, middle and end to their stories. They write independently and enthusiastically for a range of purposes. More able pupils use a variety of effects to enhance their story writing and create written work of a high standard.
- Pupils' spelling in KS1 develops well and is at least commensurate with the level expected of their age. They form their letters correctly and produce neat hand writing. By the end of the key stage the majority produce fluid joined-up handwriting.
- Pupils in KS2 have good speaking and listening skills. They attend with sustained interest to their peers and adults alike and make valuable contributions to class discussions. They articulate their experiences confidently in both formal and informal situations and are able to qualify their opinions and accounts effectively. Drama and role play activities are undertaken with enthusiasm and enjoyment.
- KS2 pupils display enthusiasm for reading and readily voice opinions on different texts and authors. They read fluently and, when reading out aloud, give good attention to expression. They respond well to class novels and use good quality texts as a stimulus for writing and as a basis for furthering their knowledge about language. They also benefit from studying literature with a Welsh dimension.
- KS2 pupils write in a wide variety of styles for different purposes, for example, short stories, diaries, dialogues, newspaper articles, portraits and letters. They develop their ability to organise and structure their writing in a variety of ways. They have good knowledge and understanding of different features of language and use dictionaries and thesauri confidently to improve their work. They write imaginatively and effectively and their work is of a consistently high standard. Poetry writing features prominently and further extends their enjoyment of language; good examples of poetry writing are evident in many classes.

- Overall, pupils' spelling and presentation of work is very good. Care is given to the layout of work and by the end of the key stage, the majority of pupils' handwriting is neat, fluid and legible.

## **Mathematics**

Standards are good in KS1 and very good in KS2.

### **Good Features**

- In KS1 the vast majority of pupils are able to reason and explain their work logically through discussion.
- In KS1 pupils make good progress with their number. They have a good understanding of place value; they are able to recognise odd and even numbers.
- In KS1 pupils are also able to order numbers and become aware of relationships in number that includes the use of zero. Mathematical language is used effectively in daily activities.
- Pupils at the upper end of KS1 reinforce their application of number bonds; the majority are able to deal with addition and subtraction facts to 20.
- Younger KS2 pupils continue to develop their number work appropriately with more complex multiplication tables and concepts. Their understanding of place value is sound.
- In Y3 pupils produce good work when dealing with money problems, both orally and written.
- Y4 pupils produce very good work on pictograms. Activities are well differentiated and pupils are confident in explaining why they had chosen a particular value to represent objects in their graphs. The use of an interactive whiteboard enhances the learning experience.
- At the upper end of KS2 pupils' understanding of reflective symmetry in four quadrants is very good.

## **Science**

Standards are good in KS1 and very good in KS2.

### **Good Features**

- Pupils have a good background knowledge across the different ATs of the NC; they respond to questions quickly, confidently and thoughtfully. Most pupils in each class use and understand scientific terms and concepts appropriately.
- Pupils regularly experience the scientific processes of prediction and evaluation. They are familiar with the concept of a fair test and the need to control test variables. In KS2 they carry out detailed research for their scientific investigations, often using the internet as a means of gaining data to structure their initial ideas and to formulate a plan for their work.

- Pupils show a good interest in the subject and work very well in partner work or small group situations. They observe clear test protocols provided by teachers and undertake scientific investigations with care, giving appropriate importance to completing their work successfully.
- In Y1 pupils appreciate that there are life processes and can sort collections into living and non-living things. They also understand in simple terms their own growth and development and compare this with other animals. They successfully name the main external parts of the body and recognise that humans need food and water to grow. They also design effective posters that emphasise healthy eating.
- Y1 pupils also recognise and name parts of flowering plants and can simply describe and log features in a range of common animals. They group common materials using Venn diagrams, understand that certain materials change shape with use, are aware of ways electricity is used in their homes and are able to describe how movement, light and sound are created in their everyday environment.
- In Y2 pupils begin to understand human and animal life cycles; they measure their height and weight and make simple comparisons between animals using a Carroll diagram. They also grow seeds from packets and make informed comments about seed dispersal and plant growth.
- Pupils in Y2 begin to study local environments and show very good information technology skills when they construct block graphs and tally charts of local plant life. They also evaluate various landscapes discussing how animals and humans cope in such environments. They investigate local pond life and conduct studies of woodlice habitats in the school's sensory garden. Analysis of materials involves describing texture, appearance, magnetic qualities and waterproof potential and more able pupils discuss recycling of materials.
- Pupils in Y2 develop their knowledge and skills when designing simple electrical circuits and their understanding of forces and motion is extended in experiments with toy cars on various surfaces and gradients.
- In Y3 pupils carry out fascinating cross-curricular work linked to nutrition and begin to carry out a detailed analysis of how the human skeleton works. Further cross-curricular work is developed when they write acrostic poems about flowering plants.
- In Y4 science and physical education are linked effectively when pupils understand the importance of physical health through innovative experiments and ICT work, which helps to raise awareness of how the heart works and to aid understanding of why pulse rates rise during types of exercise. The health theme is continued as pupils show good awareness of the dangers of tobacco, alcohol and drugs. Additionally, earlier work using poetry to build scientific understanding is extended and pupils write sophisticated poetry to describe the properties of light and shade.
- In Y5 and Y6 work on understanding diets, plant growth, materials, electricity and light is consistently of very good quality.
- In all classes work is recorded neatly in an appropriate format labelled diagrams. Resources are particularly well structured and used effectively by teachers and pupils to aid learning.

- Across both key stages pupils' work is notable for its evaluative content; evaluation skills are particularly well developed in Y5/Y6. Much good work is done in repeating experiments to check results and in carrying out comparative analyses and exploring options in the testing process. Also, detailed notetaking occurs as pupils proceed with an experiment and by Y5/Y6 they are adept at asking reflective questions of each other that prompts understanding.
- Science is taught almost exclusively through class lessons, but there is detailed attention to differentiation and, as a result, there are a number of opportunities for pupils to plan and conduct their own experiments and to research independently. This they do with a growing confidence and clear enthusiasm.
- The development of a science link with the receiving comprehensive school is a notable feature. It enables pupils to work with science games and projects, which extend their scientific knowledge and understanding.

### **Shortcomings**

- There are no major shortcomings, but some worksheet tasks provided in KS1 are insufficiently challenging and do not always promote pupils' understanding of scientific concepts sufficiently.

### **Welsh second language**

Standards are satisfactory in both key stages.

#### **Good Features**

- Pupils' pronunciation and intonation in both key stages is satisfactory.
- Pupils across both key stages respond positively and with understanding to the use of incidental Welsh in the classroom and school assemblies.
- Pupils in KS1 respond satisfactorily to greetings and simple questions about their topics, for example, toys and food. They participate in role play dialogues enthusiastically.
- KS1 pupils can read texts aloud together and are able to make sense of them.
- In KS1 pupils are able to write basic sentences with a satisfactory structure.
- KS2 pupils take part in role play activities related to their topics, for example, illnesses, hobbies and Cardiff and the local area, expressing likes and dislikes; they are able to answer questions using the negative form and by the end of the key stage make a concerted effort to extend their answers.
- Pupils in KS2 take part in shared reading of simple Welsh stories and passages.
- KS2 pupils write satisfactorily in a limited number of forms and for different purposes, with appropriate accuracy and order in their writing. They write short passages and dialogues and communicate factual information.

- Pupils at the upper end of KS2 use ICT to good effect to enhance their learning and understanding of Welsh.
- Pupils respond enthusiastically to the good model of speech provided by the Athrawes Fro.
- Pupils' enjoyment of Welsh is enhanced by the Urdd club sessions held after school, once a fortnight.
- Pupils across both key stages sing a variety of Welsh songs which helps develop their understanding of the language.

### **Shortcomings**

- KS1 and KS2 pupils do not always show appropriate understanding of basic Welsh and are hesitant in making impromptu oral contributions.
- Pupils' reading skills in Welsh are generally underdeveloped, due to the limited amount of Welsh books available.
- Limited use is made of the past tense in KS2 pupils' oral contributions and written work.

### **Design and technology**

Standards are good in both key stages.

#### **Good Features**

- Pupils have regular experiences of the design and make process. They generate ideas, identify needs and create a number of functional and innovative models, which they evaluate well.
- Pupils' terminology in relation to design and technology develops well. Design and technology focus weeks' serve to establish the high profile of design and technology amongst pupils and staff.
- Pupils in KS1 are able to identify the skills they need for all the stages involved in design and technology and these are well developed in Y1.
- In Y1 and Y2 pupils work on large construction materials and design and build castles, working with computers to create simple computer models. They also do cross-curricular work with English and produce sock puppets that are used in dramatic performances.
- Y3 pupils effectively consider the size, colour, form and texture of their finished products, when they design and make T-shirts, monsters and shadow puppets. They generate a wide range of good ideas on the suitability of materials used and produce sensible evaluations of their own designs.
- Pupils in Y4 produce striking masks from ideas generated by reading well known English literature texts. They also design their own innovative range of Christmas tree lights. They show development in problem solving skills, when they collaborate to design money

containers. They evaluate the finished products, compare effectiveness and give good reasoned feedback to their peers.

- Y5 pupils produce effective colour, print and shape ideas for food packaging. They also create their own musical instruments and design and build their own motorised vehicles using Meccano and similar design kits. Finished products meet a clear and identified brief.
- This type of work is carried through into Y6 where pupils design and evaluate bus shelters, build motorised fairground rides, and produce place cards and Christmas cards. They also have the opportunity to learn advanced design skills from external agencies like 'Master Builders', where they undertake a design and build analysis linked to creating shopping malls and leisure centres. This type of project work gives them a 'real world' design experience and helps them relate their design knowledge and skills to real situations.

### **Shortcomings**

- There are no major shortcomings, but, some design activities across both key stages can occasionally be too dependent on worksheets.

### **Information technology**

Standards are good in KS1 and very good in KS2.

#### **Good Features**

- Pupils and staff have a very positive attitude to the value of ICT. They become increasingly confident in their use of terminology and the equipment needed for information technology activities.
- Pupils make regular use of software programs, which assess their language and mathematical skills. They work independently and creatively.
- Pupils throughout both key stages display increasing confidence when using the keyboard and mouse. They use the space and shift bar appropriately and the cursor confidently to correct, delete and change the size and colour of font.
- Pupils use a range of further functions to undertake word-processing for a variety of purposes. New interactive whiteboards and a regular focus on developing information technology skills across a range of subjects encourage information technology competence in all staff and pupils.
- Many pupils are able to input pictures from art software to enhance the quality of their work. Pupils in Y5 scan pictures captured by a digital camera and use them very effectively in PowerPoint presentations linked to their work in Welsh.
- Pupils use a selection of CD-ROMs to gain information for a variety of topics. They are also aware of the role of the internet in the provision of information to aid their research and understanding. They search for data on class topics, for example when learning about the dress worn by the Romans and about the physical and human factors which impact on life and work in the Caribbean and Kenya. Those who have access to computers at home extend their internet skills and bring valuable factual information into class.

- Individual pupils in Y5 and Y6 have helped develop a highly successful and detailed school website. They also send e-mail messages to other pupils and agencies to gain information for their studies.
- A computer club enhances a range of pupils' information technology skills. This club is supported by ex-pupils and staff and builds very useful material for the school website that aids pupils and parents in homework and general learning. This is a notable feature of the learning environment and a reflection of the growing competence and familiarity that pupils have with the information technology environment.

## **History**

Standards are good in both key stages.

### **Good Features**

- Pupils in KS1 develop an awareness of chronology; structured activities encourage the use of an appropriate historical vocabulary.
- Pupils in KS1 show an increasing awareness of Welsh cultural history. For example, in Y1 they work well in groups using 'time' words to complete differentiated tasks on Prince Llywelyn.
- Y2 pupils further develop their sense of Welsh history, learning about William Morgan and the first Welsh Bible; they readily share their ideas when discussing an old Welsh family Bible.
- Artefacts are used effectively to promote investigative abilities, to provide first hand experiences and to develop research skills.
- In KS2 Y3 pupils research specific buildings and their functions within a Roman town, acting as 'history detectives'.
- Pupils in Y4 use copies of the school log book as a primary resource to find out about life in Lisvane in the past.
- Y6 pupils develop good skills to interpret the past. They have a sound knowledge of the Victorian era and develop good independent research skills.
- Visits to places of historical interest greatly enhance pupils' historical understanding.

## **Geography**

Standards are good in both key stages.

### **Good Features**

- Pupils develop sound knowledge and understanding of their immediate locality, Wales and the world.

- KS1 pupils produce simple plans of their classrooms, the school and the immediate locality.
- Pupils in KS2 develop a growing understanding of their local environment, including its context within the United Kingdom.
- Older KS2 pupils develop their geographical and mapping skills further, using numerical data in order to plot co-ordinates.
- Older KS2 pupils further develop their geographical skills by comparing and contrasting Lisvane and similar villages and townships in other continents. They carry out detailed transport audits of people and products. Additionally, innovative work in the school's sensory garden allows pupils to study wildlife and to engage in cross-curricular work that extends their understanding in natural science and ecology.
- Interesting cross-curricular work between geography, history and English is undertaken by KS2 pupils as a result of their work linked to understanding and evaluating environmental disasters such as the Sea Empress oil spillage. Additionally, similar work linked to environmental change, re-cycling and global warming all help give their work a contemporary relevance.
- Pupils in KS2 make very good use of the internet to gain access to satellite images, large scale maps, photographs and descriptive information about the places they study.
- A number of subject displays throughout the school serve to aid pupils' learning and extend their knowledge and understanding of the world about them.

## **Art**

Standards are very good in both key stages.

### **Good Features**

- KS1 pupils are keen to discuss their completed pieces of work and can describe the various processes and media used.
- Y1 pupils explore and experiment with shape. They display very good cutting skills and show good progression in the use of colour.
- Y2 pupils examine various kinds of art and design from different places, periods and cultures. They produce good pencil portraits and make sensible responses to questions, concerning faces and the position of facial features.
- Colour and design are further explored in KS2. Y4 children produce very good colour prints from polystyrene blocks using Islamic art as a stimulus.
- Y5 pupils experiment further with shape, producing very good silkscreen work. Other groups of pupils work purposefully to produce sketches as a precursor to printing.
- Y6 pupils organise reference materials in order to produce masks. They are able to discuss the materials and their uses and do so through collaborative group work.

- In both key stages pupils develop good knowledge and understanding of celebrated artists.
- Display and presentation of art are features in all classes in both key stages and in the corridor areas.

## **Music**

Standards are good in both key stages.

### **Good Features**

- Throughout both key stages pupils show very good knowledge and understanding of musical elements.
- Pupils in both key stages sing a range of songs tunefully giving appropriate attention to dynamics.
- In both key stages pupils regularly record, appraise and evaluate their work, making suggestions for improvement.
- Y1 pupils use vocal sounds, body percussion and percussion instruments to create an appropriate mood in response to the story 'Peace at Last'. They record and evaluate their performance effectively. They listen to the 'Ballet of the un-hatched chicks' from 'Pictures at an Exhibition' by Mussorsgky, and identify long and short sounds and then perform similar sounds on percussion instruments.
- In Y2 pupils tell the story of Goldilocks and the Three Bears and make up a melodic sequence for the characters using pitched instruments. They confidently discuss the pitch, the melodic direction and movement and expressive elements of their pieces. In small groups they create their own picture symbol compositions and follow the varied speed of pointing as a conductor.
- Y3 pupils work in small groups to compose music describing two animals interacting with other. Particular attention is given to how effective the pitch and rhythm have been used in describing the animals.
- In Y4 pupils use the pentatonic scale to compose a dragon song. They write their own sentences and pay good attention to the rhythm of the words in their composition. They used a tuned instrument to create a drone accompaniment for the song and produce a striking and effective performance.
- Y5 pupils show good understanding of how different rhythm patterns fit together using body movement, clapping and instruments. They understand how various textures can change mood and quality in sound.
- In Y6 pupils create their own songs on catchphrases and use repeated melodies to make single structures for their compositions. They perform, record and discuss their songs and make good suggestions for improvements. They show good understanding of how music can be composed from a variety of stimuli, and they successfully use body sounds to create a variety of effects, for example electronic, mechanical, eerie and wind on the mountain. They

confidently discuss how the music of composer John Williams has helped in creating atmospheres of suspense in films such as Star Wars, Jurassic Park and Jaws. They are familiar with the protest songs of Bob Dylan.

- A number of pupils take advantage of opportunities provided by peripatetic teachers in violin, drums, guitar, keyboard and woodwind lessons and they perform in school assemblies once a term.
- The school orchestra and choir meet on a weekly basis after school; the quality of singing in the choir is of a high standard.
- Pupils' enjoyment and understanding of music is enhanced through the visit and workshops of the percussion group 'Shake, Rattle and Roll' and through the production of the school's CD, 'Songs for all Seasons'.
- Visits made by the link secondary school to conduct music workshops with Y6 pupils have a positive impact on pupils' standards.

### **Shortcomings**

- There are no major shortcomings, but pupils do not have enough opportunities to listen and appraise music from different cultures and, in particular, the work of Welsh musicians.

### **Physical education**

Standards are good in both key stages.

### **Good Features**

- Pupils participate enthusiastically in both lessons and games. They respond to instructions and directions promptly and sensibly. They follow sensible class rules and work together effectively in partner work and team play situations.
- All aspects of the NC are fully covered in each class and pupils undertake an intensive swimming course and also experience outdoor and adventurous activities.
- Pupils in all classes help to get out and put away equipment safely and sensibly.
- Teachers follow school routines in relation to the structure of lessons and the supervision of health and safety. Appropriate support is given in most lessons to the physically less able.
- Across both stages pupils plan and perform simple skills effectively and show control in linking activities together. They also improve their skills by practising them in partner work and small group activities, often using group discussion and evaluation to refine performance. They are also confident in making simple judgements about their own and other pupils' performances.
- There is a wide range of extra-curricular sporting and creative activities, the most notable being rugby, cricket, athletics, netball and dance and dramatic arts. These activities are all very well supported by pupils and parents and make a valuable contribution to their skill development and fitness. Local sports development officers, including Dragon Sport

personnel, parents and staff provide skilful assistance in all these activities and matches are regularly played with local schools. Additionally, a number of parents take their children to the local University Sports Centre of Excellence where they gain expert coaching in gymnastics, tennis and swimming. Professional rugby and soccer coaches also make regular visits to the school to coach in physical education lessons and after school clubs.

- The school has had some notable individual successes in team sports and individual activities, such as rugby, athletics and swimming.

## **Religious education**

Standards are very good in both key stages.

### **Good Features**

- Throughout both key stages pupils show good knowledge and understanding of Christianity, as well as the three other contrasting religions of Islam, Hinduism and Judaism.
- In both key stages pupils make regular visits to places of worship, including the local church, a Hindu temple, a synagogue and a mosque. Visitors who practise different religions are also invited into school to share their beliefs and rituals. These experiences have a beneficial impact on pupils' understanding.
- Y1 pupils demonstrate knowledge and understanding of the significance and purpose of the Baptism ceremony. They know that food features prominently in various celebrations such as Harvest and Hanukkah.
- Pupils in Y2 show good understanding of the nature of holy books. They display sound biblical knowledge and are aware that the Bible was originally written in the Hebrew language. They make connections between the Christian and Jewish faiths, knowing that the main events in Jewish history are in the Old Testament and that the time of Jesus is in the New Testament. They demonstrate good understanding of the special nature of the Torah.
- In Y2 the Welsh dimension is developed as pupils learn about the story of Mary Jones and the translation of the Bible into Welsh by William Morgan.
- Y3 pupils demonstrate awareness of rules and their importance in society; they know about the Ten Commandments and how Muslims keep to strict rules through fasting during Ramadan.
- In Y4 pupils study various aspects of the topic 'Beginnings' and compare the Christian and Hindu stories of creation. They show good understanding of Islamic birth celebrations. In their study of 'Journeys', they learn about Christian pilgrimages and why Muslims visit Mecca.
- Y5 pupils show sound knowledge and understanding of the Islamic faith; they enter into the feelings of believers of this faith and know that the Qu'ran is the sacred book of Muslims. They study the five pillars of Islam and create their own pillars, related to their personal experiences.

- In Y6 pupils are aware of the contribution of special people to the Christian faith; they show good understanding of key figures in the church and are aware of how Jesus used parables in his teaching. They are familiar of how Christians use symbols and gestures to communicate their feelings. They also learn about important leaders in other religions, such as Mohammed and Buddha and are aware of the meaning of terms such as Allah, Jehovah and Krishna.
- Throughout both key stages relevant links are made to PSE lessons, for example circle time, when moral issues and feelings are discussed and explored.
- The school has a range of artefacts and other resources for the teaching of different faiths, which help raise pupils' understanding of various rites and practices.
- The scheme of work is based on the Locally Agreed Syllabus.

## **8. SCHOOL IMPROVEMENT**

### **8.1 Progress Since the Last Inspection**

The last inspection report of 1997 identified five key issues for action. These indicated that the GB should:

- give urgent attention to the safety issues identified during the inspection;
- address shortcomings identified within subjects and aspects;
- amend curricular planning for pupils under-five years of age to reflect the six areas of learning;
- refine mid-term and short-term planning documents to make them more effective to support teaching and learning;
- revise the organisation of SEN in line with the Code of Practice.

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

- Safety policies and actual safety measures have been implemented, especially the installation of security fencing and CCTV systems in main reception.
- Considerable progress has been made since the last inspection to raise the quality of subjects and aspects.
- The curriculum planning and provision for the under-fives now reflects the six areas of learning and is a notable feature of the school.
- Work on mid-term planning has been extensive and of high quality. Short-term planning is also much improved and is beginning to inform teaching and learning, although in some areas the work needs to be more diagnostic in order to inform the teaching process.

- The organisation and delivery of SEN is now another notable feature of the school.

## **8.2 Key Issues for Action**

In order to build upon the very good progress it has made since the last inspection, the school needs to:

- raise standards in Welsh second language to good and address any other shortcomings in subjects identified in section 7 of the report;
- evaluate short term planning and develop systems that encourage effective analysis of the teaching and learning process, in order to maintain and develop standards;
- establish an SMT in order to construct more robust reporting structures between the senior management and school staff to maximise school effectiveness;
- ensure that the school prospectus and annual GB report to parents conform to statutory requirements.

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

## APPENDIX

### A. Basic Information About the School

|                      |                                 |
|----------------------|---------------------------------|
| Name of School       | Llysfaen Primary                |
| School type          | County Maintained               |
| Age -range of pupils | 4 - 11 years                    |
| Address of school    | Rowan Way<br>Lisvane<br>Cardiff |
| Post-Code            | CF14 0TB                        |
| Telephone Number     | 029 20756071                    |

|  |  |
|--|--|
| Headteacher                                  | Mrs E Davies                                     |
| Date of appointment                          | 1 <sup>st</sup> September 1997                   |
| Chair of Governors/<br>Appropriate Authority | Professor M Pendlebury<br>Cardiff County Council |
| Registered Inspector                         | Mr P Treadwell                                   |
| Dates of inspection                          | 27 <sup>th</sup> - 31 <sup>st</sup> January 2003 |

### B. School Data and Indicators

| <i>Number of pupils in each year group</i> |    |    |    |    |    |    |    |       |
|--|----|----|----|----|----|----|----|-------|
| Year group                                 | R  | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Number of pupils                           | 48 | 57 | 53 | 58 | 63 | 52 | 54 | 385   |

| <i>Total number of teachers</i> |           |           |                            |
|---------------------------------|-----------|-----------|----------------------------|
|                                 | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers              | 16        | 1         | 16.4                       |

| <i>Staffing information</i>   |         |
|---|---------|
| Pupil : teacher (fte) ratio (excluding nursery and special classes) | 23.5 :1 |
| Average class size, excluding nursery and special classes           | 27.5    |
| Teacher (fte) : class ratio   | 1.1 :1  |

| <i>Percentage attendance for three complete terms prior to the inspection</i> |      |      |      |              |
|---|------|------|------|--------------|
|   | R    | KS1  | KS2  | Whole school |
| Term 1  | 94.8 | 94.3 | 94.6 | 94.5         |
| Term 2  | 96.3 | 96.6 | 95.4 | 96.1         |
| Term 3  | 96.3 | 95.8 | 95.8 | 95.9         |

|   |     |
|---|-----|
| Number of pupils excluded during 12 months prior to inspection. | Nil |
|---|-----|

## C. Results of National Curriculum Assessments and Public Examinations

END OF KEY STAGE 1: 2002

| National Curriculum Assessment KS 1 Results: 2002 |                    |        | Number of pupils in Y2: 59 |   |   |    |    |   |
|---|--------------------|--------|----------------------------|---|---|----|----|---|
| Percentage of pupils at each level                |                    |        |                            |   |   |    |    |   |
|   |                    |        | D                          | W | 1 | 2  | 3  | 4 |
| ENGLISH:  | Teacher Assessment | School | 0                          | 0 | 3 | 58 | 39 | 0 |
| EN: Reading                                       | Teacher Assessment | School | 0                          | 0 | 5 | 53 | 42 | 0 |
| EN: Writing                                       | Teacher Assessment | School | 0                          | 0 | 7 | 81 | 12 | 0 |
| EN: Speaking and listening                        | Teacher Assessment | School | 0                          | 0 | 0 | 50 | 50 | 0 |
| MATHEMATICS                                       | Teacher Assessment | School | 0                          | 0 | 7 | 48 | 45 | 0 |
| SCIENCE   | Teacher Assessment | School | 0                          | 0 | 0 | 57 | 43 | 0 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |    |           |    |
|---|----|-----------|----|
| In the school:  | 92 | In Wales: | 80 |

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

END OF KEY STAGE 2: 2002

| National Curriculum Assessment KS 2 Results: 2002 |                    |          | Number of pupils in Y6: 53 |   |   |     |   |   |   |    |    |    |   |
|---|--------------------|----------|----------------------------|---|---|-----|---|---|---|----|----|----|---|
| Percentage of pupils at each level                |                    |          |                            |   |   |     |   |   |   |    |    |    |   |
|   |                    |          | D                          | A | N | B   | W | 1 | 2 | 3  | 4  | 5  | 6 |
| English   | Teacher assessment | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 2 | 4  | 32 | 62 | 0 |
|   |                    | National | 0                          | 0 | 2 | n/a | 1 | 1 | 6 | 21 | 48 | 21 | 0 |
|   | Test/Task          | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 2 | 4  | 26 | 68 | 0 |
|   |                    | National | 0                          | 2 | 2 | 0   | n | n | 5 | 17 | 48 | 26 | n |
| Mathematics                                       | Teacher assessment | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 0 | 7  | 25 | 68 | 0 |
|   |                    | National | 0                          | 0 | 2 | n/a | 0 | 1 | 5 | 22 | 47 | 23 | 0 |
|   | Test/Task          | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 2 | 6  | 26 | 66 | 0 |
|   |                    | National | 0                          | 2 | 1 | 1   | n | n | 5 | 22 | 44 | 25 | n |
| Science   | Teacher assessment | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 0 | 2  | 21 | 77 | 0 |
|   |                    | National | 0                          | 0 | 2 | n/a | 0 | 0 | 4 | 17 | 52 | 25 | 0 |
|   | Test/Task          | School   | 0                          | 0 | 0 | 0   | 0 | 0 | 0 | 2  | 23 | 75 | 0 |
|   |                    | National | 0                          | 2 | 0 | 0   | n | n | 3 | 14 | 55 | 26 | n |

| 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:  | 92.5 | In the school: | 92.5 |
| In Wales:   | 63   | In Wales:      | 63   |

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  
N Pupils who have failed to register a level for reasons other than absence  
B Pupils not entered for tests because they are working outside the levels of the tests.  
n tests do not cover these levels.

National figures relate to 2001 as results for 2002 are not yet available.

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

The inspection took place over five days; three professional inspectors and one lay inspector were involved and 107 sessions were observed. During this time all teachers were visited, all classes were seen and all subjects of the NC were inspected.

Discussion with pupils to ascertain their knowledge of curriculum areas and their attitudes to learning took place on a regular basis. Pupils' work across the age and ability range was examined systematically and the school provided the inspection team with a comprehensive record of pupils' work and other school activities.

Discussion also took place with the head, deputy head and staff, including non-teaching staff, to establish their specific responsibilities and professional perspectives. School documentation was examined and a detailed discussion took place with the head, deputy head and support staff concerning financial matters.

The views of parents and governors were received and analysed. 155 parents' questionnaires were returned.

#### **E. Composition and Responsibilities of the Inspection Team**

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

