

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Marlborough Junior School
Blenheim Road
Roath
Cardiff
CF23 5BU**

School Number: 681/2035

Date of Inspection: 10-13 January 2005

by

**Mr. R. Fry
W216/78913**

Date: 24 February 2005

Under Estyn contract number: T/154/04P

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Marlborough Junior was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Marlborough Junior took place between 10-13 January 2005. An independent team of inspectors, led by Mr. R. Fry, Rgl 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. Marlborough Junior School is situated in east Cardiff and was last inspected in 1999. The school serves pupils from Roath and the surrounding area. The school's catchment is neither advantaged nor disadvantaged socially and economically. Fourteen per cent of pupils are entitled to free school meals. Children's attainment on entry to the school is mostly average and in some years it is above average. The school is popular and is oversubscribed. There is a significant movement of pupils in and out of the school during the school year.
2. There are currently 299 full time equivalent pupils at the school, representing the full range of ability. The school has a unit for pupils with special educational needs that caters for children from a wide area of Cardiff. Sixteen pupils have statements of special educational need. Forty-one pupils have been identified as needing additional support with their work. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. Twenty per cent of pupils are from ethnic minorities and 19 pupils do not speak English as their first language. A small number of pupils are refugees.

The school's priorities and targets

3. The school's aims are outlined in a number of key documents including the school's brochure. They include emphasising the need to nurture pupils' understanding of the world, to develop pupils' language skills, and to encourage pupils to question and argue rationally. The school aims to foster positive attitudes between all pupils and to encourage tolerance and respect for religious values of other races and cultures. The school aims to produce independent learners with high standards to follow when they take their place in society.
4. The school's motto is 'Knowledge through Industry.'
5. The targets in the development plan (SDP) are well focused on improving pupils' standards of work further in the full range of activities the school undertakes. The school's current targets include:
 - To improve standards in reading and writing.
 - To adopt the recently revised policy for assessment.
 - To develop the mathematics curriculum.
 - To continue the promotion of incidental Welsh.
 - To improve the planning for key skills within different subjects.

Summary

6. Marlborough Junior continues to provide very good value for money. The school's capacity to evaluate its work and improve its provision is very good. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in other areas of its work.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	73%	8%	0	0

7. Pupils' standards of achievement in lessons are well above the targets set by the National Assembly for Wales (NAW), which are for 95% of pupils to attain grade 3 and above, and of those, 50% to achieve grade 2.

8. Six subjects were inspected; pupils' standards of achievement are as follows:

Subject	Key Stage 2
English	2
Welsh second language	2
Science	1
Design and technology	2
History	2
Music	2

How well do learners achieve?

9. Pupils' standards and progress in achieving key skills is good overall. Standards achieved in speaking and writing are good, and in listening and reading in other subjects are very good. The use of numeracy skills in subjects such as science is good. Pupils' use of a range of information and communications technology (ICT) to support learning in other subjects is good.
10. Pupils' competence in using bilingual skills is good; pupils take part in Welsh conversations with confidence and enthusiasm. They read the texts of simple Welsh storybooks with understanding, and make good attempts to write sentences using known language patterns.
11. The 2004 National Curriculum (NC) assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were above local and national averages. The proportion of pupils who performed above the national standard in science was high. The core subject indicator of 79 per cent was higher than the 2004 national average of 70 per cent. Boys' standards of work are lower than girls'.
12. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs as well as other schools.
13. Pupils with special educational needs make good progress and usually reach the targets they have to complete. Pupils from ethnic minorities or who have English as an additional language also make good progress.
14. Pupils' understanding of how well they are progressing and what they need to do to improve is good. Pupils help to set their own targets for improvement in English. This is an area that has been identified by the school for further development.
15. Levels of attendance are slightly above average and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school day is satisfactory, but a small number of pupils are regularly late.
16. Pupils' behaviour and attitudes to learning are very good and have a positive effect on standards achieved and the quality of life in the school. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in groups.
17. Pupils make very good progress in their personal, social and moral development. They have a very good understanding of equal opportunities issues and a respect for diversity within school and society.

How effective are teaching, training and assessment?

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	67%	14%	0	0

18. The overall quality of teaching in lessons is higher than NAW targets. Teachers have good knowledge and understanding of subjects they teach. Lesson planning has clear learning targets and a range of teaching techniques are used effectively to promote pupils' learning. Working relationships are very good.
19. The good quality of teaching has been sustained since the last inspection. Teachers in the main challenge pupils to do their best. In the best lessons, the starting points for pupils of differing abilities meets their needs very well. In some lessons, teachers rely too heavily on setting a task for all pupils to complete regardless of their abilities.
20. The assessment and recording of pupils' achievements is good and there are effective systems that provide a clear picture of pupils' progress. Assessment procedures are consistent. Useful samples of pupils' work have been compiled to help teachers assess pupils' work.

How well do learning experiences meet the needs and interests of learners and the wider community? How well are learners cared for, guided and supported?

21. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress and are appreciated by parents.
22. The school ensures equality of access and opportunity for all pupils. The school meets the requirements laid down in the National Curriculum for each of the subjects inspected. The whole school planning for the teaching of key skills is not detailed enough. Lessons are enhanced through a range of educational visits and many pupils participate in out-of-hours activities, such as football and netball.
23. The provision for pupils' spiritual, moral, social and cultural development is good overall and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.
24. There are effective partnerships between the school and parents, the community and other schools in the local consortium. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting good standards.
25. The teaching successfully promotes pupils' bilingual skills through the use of incidental Welsh through the day. Y Cwricwlwm Cymreig is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.
26. There is a clear policy for promoting education for sustainable development and the school is in the process of developing a programme of work for pupils to follow. Work-related education is good.
27. The quality of care, educational support and personal guidance for pupils is a strength of the school. The school ensures that all pupils are equally valued and

treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils.

28. The quality of provision for pupils with additional learning needs is good. The school complies with the NAW framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils receive good support and make good progress in their learning towards targets set in their individual education plans. (IEPs)

How effective are leadership and strategic management?

How well do leaders and managers evaluate and improve quality and standards?

How efficient are leaders and managers in using resources?

29. The quality of leadership and management is good. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good standards in the school's work. The headteacher provides efficient, caring leadership and ensures a strong sense of purpose and direction for the work of the school.
30. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but do not regularly monitor the quality of provision and standards of pupils' achievement.
31. The school's capacity to evaluate its work is very good. The self-evaluation report clearly identifies strengths and areas for further improvement. Senior staff and subject co-ordinators monitor the school's work and standards very successfully. The school is particularly good at deciding on a course of action and achieving agreed goals.
32. The overall provision for staffing, accommodation and learning resources is good and they have a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff. They are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.
33. The school has good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and shared areas are enhanced by good quality displays, which support pupils' learning.
34. Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring value for money. Targets for improvement are set and are incorporated into the School Development Plan. (SDP) It is a useful working document and prioritises areas for improvement over a three-year period.
35. The school has made very good progress since the previous inspection and has met virtually all the targets set in the action plan written after the last inspection.

Recommendations

36. The school should maintain the good and very good features present and:

R1 - find ways to raise boys' attainment;

R2 - improve the planning for key skills;

R3 - improve the match of work set to average and higher attaining pupils in some lessons;

R4 - improve the punctuality of a small minority of pupils;

R5 - improve the range of checks that governors make on pupils' standards of work and the school's provision.

37. 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

38. The findings of the inspection are the same as the school's self-evaluation.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	73%	8%	0	0

39. Pupils' standards of achievement in lessons are well above the targets set by the National Assembly for Wales (NAW), which are for 95% of pupils to attain grade 3 and above, and of those, 50% to achieve grade 2. The quality of leadership and management and of the teaching has had a significant positive effect on pupils' standards of achievement.

40. Six subjects were inspected; the standards of achievement are as follows:

Subject	Key Stage 2
English	2
Welsh second language	2
Science	1
Design and technology	2
History	2
Music	2

41. The 2004 National Curriculum (NC) assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were above local and national averages. The proportion of pupils who performed above the national standard in science was high. The core subject indicator of 79 per cent was higher than the 2004 national average of 70 per cent. Results over the last three years have been consistently above national averages. Pupils usually reach the targets the school sets for them. Boys' standards of work are lower than girls'. There is a greater proportion of boys in lower attaining groups.
42. When compared with similar schools locally and nationally, based on all pupils' entitlement to free school meals, the school performed as well as other schools. The school has a unit for pupils with statements of special educational need. Pupils make good progress but usually do not attain as well as pupils nationally. Last year, the school's results compared with similar schools, without this group included, were in the top quarter of schools.
43. Pupils' standards and progress in achieving key skills is good overall. Standards achieved in speaking and writing are good, and in listening and reading in other subjects are very good. The use of numeracy skills in subjects such as science is good. Pupils' use of a range of information and communications technology (ICT) to support learning in other subjects is good.
44. Pupils' competence in using bilingual skills is good and they willingly take part in Welsh conversations with confidence and enthusiasm. They respond well to incidental Welsh used through the day. They read the texts of storybooks clearly and accurately and by the end of the key stage are writing in paragraphs using known sentence patterns.
45. Pupils with special educational needs make good progress and usually reach the targets they have to complete. The schools results overall show how successful the provision is for pupils. Pupils from ethnic minorities or who have English as an additional language also make good progress. By the time they reach Year 6, pupils' standards of achievement are as good as their peers.
46. The tables above show that pupils make good gains in knowledge and understanding in all subjects inspected. There has been good progress with improving pupils' standards of work in Welsh. The subject table shows that pupils make best progress in science.
47. Pupils' understanding of how well they are progressing and what they need to do to improve is good. Pupils help to set their own targets for improvement in English

but not in other subjects. This is an area that has been identified by the school for further development.

48. Pupils willingly take on additional responsibilities. Year 6 pupils assist in running the school tuck shop. They organise the 'buddy' system in the playground for pupils who need a friend. Prefects help supervise classes during wet play, carry out litter patrols and generally monitor playground behaviour. When in the dining hall, pupils enjoy each other's company. Pupils' attitudes to work are very good. The older they get, the harder they work. There is no obvious difference in the way that boys and girls approach their work. Pupils in Year 6 are mature and responsible.
49. Pupils throughout the school relate very well to each other, and with teachers and visitors. They are well aware of the school's written behaviour policy, and the rewards and sanctions it includes. Bullying of any kind is not tolerated. Pupils are aware of the action to be taken should they or someone else feel threatened, intimidated or bullied. There have been no exclusions in the last twelve months.
50. Pupils are keen to attend school. Attendance for the three terms preceding the inspection was 94.5%, which is just above the national average for Wales. Unauthorised absence is less than 0.1%. Pupils are generally punctual, but despite the efforts of the school and other agencies to encourage all pupils to arrive on time, there are always a few who arrive late at the start of the school day. As a result these pupils can miss important parts of their lessons and they interrupt the orderly start to the school day.
51. Pupils make good progress in learning to take responsibility and work independently. They organise themselves well and develop good study and research skills. They work very well in pairs and small groups, particularly during English lessons when they work collaboratively to discuss issues and record their ideas on whiteboards or charts, in preparation for their own writing tasks. They support each other effectively and plan together increasingly as they progress through the school. Relationships are very good and pupils express their views openly and honestly, paying due attention to the views of fellow pupils. Respect for the views of others is a major feature of school life and pupils treat each other with care and concern. They take progressively more responsibility for their actions and learn to treat others with honesty and fairness in the playground and classroom alike.
52. Pupils make very good progress in developing personal and social skills and gain confidence when taking part in the school's Personal and Social Education (PSE) programme of activities, including 'circle time' discussions in class, the school council and the 'Buddy Scheme' for the playground should any pupil have no-one to play with. Pupils are acquiring knowledge and skills which help to develop their understanding of personal, moral and social issues. These are developed effectively in lessons, in assemblies and in extra curricular activities when boys and girls are encouraged to participate. Pupils successfully develop wider interests through community workshops, ranging from sporting activities to art and music projects.

53. Pupils have very good awareness of the need for equality of opportunity. They show respect for others and are sensitive to the idea that some people need extra support and help. Pupils have an exceptional understanding of diversity within society and the need to respect the beliefs, attitudes and social traditions of other cultures. The school recently won the Cardiff 'Cultural Diversity and Racial Equality' competition.
54. Pupils' involvement in the local community and visits to places of interest help them to develop their knowledge of the diversity of the wider world. They value opportunities to participate in community events. Pupils have taken part in a community opera at the local church, danced in the Sherman theatre, and the school folk dancing team has entertained the community. The school has participated in the Healthy Schools initiative and has received the second 'leaf' as part of the three-year programme.

The quality of education and training

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

Grade 2: good features and no important shortcomings

55. Lesson observations showed that teaching during the inspection was:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	67%	14%	0	0

56. The findings of the inspection are similar to the school's self-evaluation. The overall quality of teaching in lessons is higher than NAW targets. The quality of the teaching has a significant positive effect on pupils' standards of achievement.
57. The good quality of teaching has been sustained since the last inspection. Teachers in the main challenge pupils to do their best. In the best lessons, the starting points for pupils of differing abilities meets their needs very well. For example, pupils in an English lesson in Year 6 reflected carefully and produced a coherent view of whether they think alien life is a possibility or not. In some lessons, teachers rely too heavily on setting a task for all pupils to complete regardless of their abilities. In these instances, pupils of higher ability waste some time repeating information, for example, which they have known for some time, rather than starting at a higher point, which takes them more immediately into new learning. However the teaching overall allows pupils to sustain standards of achievement that are good.
58. Teachers use questioning well to draw out from pupils what they know and to check what they have learned. Over the four years that pupils are in school, relationships steadily improve and by the time pupils are in Year 6, relationships are an outstanding feature of the school's work. Pupils therefore make the most of what they are offered in lessons and in many lessons achieve well. Teachers give frequent praise to pupils when it is deserved and encourage pupils if they have not produced enough. Boys have not performed as well as girls. However, teachers

expect them to work as hard as girls and during the inspection they played a full part in all lessons.

59. Teachers have good subject knowledge. In one lesson in Year 6, the teacher gave a very good explanation of the features of a slipper that pupils had to design and make. He ran through a number of important matters at a steady speed so that pupils grasped the significance of each and the quality of their work therefore was better.
60. Teachers plan lessons with considerable care. They always have a key target in mind and in most lessons they successfully check whether this target has been achieved or not by pupils. The quality of planning reflects teachers' good knowledge of subjects. Between all teachers there is expertise in every subject, which in their roles as subject leaders teachers share effectively. The planning for the development of pupils' key skills is adequate but teachers lack the guidance to be able to do this more effectively.
61. Teachers use a good range of methods to help pupils learn effectively. There are moments when small group work is most efficient. Pupils with special educational needs in the main school are taught well. For example, they learn about the sounds of letters and how to improve their reading. There are Welsh conversation groups that effectively help pupils to apply what they know. At the beginnings of lessons teachers give clear demonstrations and explanations and use the strategy for literacy effectively for example. The older pupils become, the more engaged they are in their learning.
62. The teaching of pupils with special educational needs in the unit is good. The teacher is lively, uses many practical activities and the pace of learning is fast. Pupils learn, for example, important ideas about how air resistance is a source of friction that affects the movement of objects. They did this by experimenting with parachutes made by pupils in class.
63. Pupils with English as an additional language receive good support. Their progress by the time they finish Year 6 is as good as their peers. The teacher from the Ethnic Minority Achievement Service (EMAS) effectively supports pupils in small groups and advises teachers about how to continue the provision when she is not there.
64. Teachers ensure that pupils have equality of access to the curriculum and that all pupils study the same topics. The teaching of Welsh as a second language is well organised. Most teachers do not speak Welsh as their first language, but nevertheless they incorporate incidental Welsh into lessons effectively. This provision has improved the provision for Welsh since the last inspection.
65. The school has very good systems and procedures for assessing pupils' achievements and progress fairly, accurately and regularly. Teachers are rigorous in assessing pupils' progress, in identifying pupils' needs and in planning for the next stage in their learning. Teachers share lesson targets with pupils, and teachers and pupils measure achievements and progress in lessons effectively.

66. Pupils have individual targets for their own progress in English, which they agree in discussion with their teacher and celebrate when these targets are achieved. This is an area for development in other subjects. Pupils with SEN have well written, achievable targets in their IEPs and staff ensure that pupils make good progress towards the targets.
67. Teachers mark pupils' work regularly and make helpful comments. They suggest ways in which pupils can improve their work. Often this is done when the pupil is present and teachers regularly discuss work with them. Pupils are starting to take some responsibility for the recording of their progress, such as in written evaluations of the books they read.
68. Samples of pupils' work have been compiled in all subjects, but not all indicate the levels of attainment expected at different ages. Those that are complete provide useful information for teachers to ensure the accuracy and consistency of their assessments.
69. The school's success in analysing assessment data in order to raise standards is an outstanding feature. The detailed analyses made of assessment information enables teachers to monitor pupils' progress, identify individual needs and areas for improvement. Pupils' standards of achievement have risen as a result of this work.
70. The school meets statutory requirements for assessing and reporting to parents. The school ensures that reports to parents and records of progress, which are passed on to other schools, are clear and useful. There are suitable opportunities for parents to comment upon and to discuss their children's work. The extra reports for parents of pupils with SEN is an outstanding feature.

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

Grade 2: good features and no important shortcomings

71. The findings of the inspection are the same as the school's self-evaluation.
72. The quality of the school's work has a positive impact on pupils' standards of achievement. The quality of the curriculum is good. It is sufficiently broad and balanced and is flexible enough to meet individual pupils' needs. The schemes of work for each subject are of good quality and allow teachers to build effectively on pupils' previous knowledge, as they grow older. Pupils' standards of achievement are enhanced by the provision the school makes for them.
73. Lessons successfully meet the needs of pupils. The school's aims for subjects are clear and they effectively reflect those set out in the 1996 Education Act. Statutory requirements for the teaching of all subjects are met. Pupils of all levels of ability, including the gifted and talented, boys and girls, and those with SEN are well catered for. Pupils for whom English is an additional language are well supported by staff from the local education authority's (LEA's) EMAS department. They

ensure that individual pupils' needs are identified and pupils have appropriate support. The pupils are very well integrated and take part in all school activities.

74. Overall, the school ensures that pupils acquire the necessary key skills. However, these are not always explicit in the schemes of work and in lesson planning. There is no whole school policy for the planning of key skills across the curriculum. Teachers have too little guidance.
75. The school provides good opportunities for boys and girls from all groups to widen and enrich what they know, particularly in games and sport. There are regular educational visits, including a residential visit, which broaden and build upon pupils' learning effectively. A range of visitors enhances the curriculum. These include visitors from the community who give talks, for example, about their experiences during World War 2 and from performers from the arts, such as musicians and artists. They make a positive contribution to the standards pupils achieve and to their personal and social development.
76. The provision for pupils' personal development is very good. Adults around the school are exemplary role models and the qualities of respect and courtesy permeate all school activities. This has an outstanding impact on pupils' self esteem and in their relationships with others.
77. The provision for pupils' spiritual, moral, social and cultural development is good. Acts of collective worship are of a broadly Christian character and fulfil statutory requirements. They also include multi-cultural elements that reflect the local community, making a significant contribution to pupils' spiritual, moral, social and cultural development. Pupils successfully plan and present their own class assemblies to which parents are invited.
78. The curriculum and pupils' learning are effectively enriched by partnerships with other providers and all interested parties. Transfer arrangements with receiving secondary schools are good despite the large number of schools to which pupils transfer. The school works effectively with the neighbouring infant school with which it shares a site and with other schools within the cluster. There are effective partnerships with parents that ensure a good quality of education for pupils from all groups. Parents, in particular parents of pupils with SEN, are well involved with the work of the school. There are close links with parents whose home language is not English and every effort is made to ensure that they are well informed and benefit from and contribute to the life and work of the school.
79. There are successful partnerships with initial teacher training institutions and the school is positively committed to the initial training of teachers. These partnerships have a positive effect on the quality of provision and pupils' standards of achievement.
80. Visits to local industry and commerce successfully broaden pupils' experiences and this enhances their personal development. The school's partnership with industry is good. Pupils' knowledge of the world of work is broadened by a number of educational visits to business and commercial centres. These topic-related visits enhance the curriculum and add realism. Recent visits have been made to

local shops and a supermarket, museums and to Llandaff Cathedral. Years 5 and 6 pupils experience a residential week at Llangranog. The school benefits materially from its industrial links. Local businesses provide funding for sports kit and equipment.

81. Through its links with Gyrfa Cymru/Careers Wales, staff development has benefited through temporary placements with outside organisations. Teachers have been seconded to a high street bank, the Millennium Centre, the national park and an art gallery.
82. The school successfully prepares pupils for their secondary education. All pupils have the opportunity to take on responsibility by involving themselves with the 'buddy' system, litter patrols, assisting teachers and supervisors. Some Year 6 pupils act as prefects and monitor the general conduct of pupils in school and assist in the classrooms during break times when wet weather prevents outside play.
83. The school does not have a policy for the promotion of bilingual skills but there are effective strategies to develop bilingualism. Welsh lessons and the use of the language incidentally through the day ensure that pupils succeed in developing bilingual competence. Pupils are keen to collect tokens 'tocyn iaith' awarded for using Welsh during the day, which they save towards a prize awarded by the headteacher during assemblies. In addition, pupils in Year 6 visit the residential Welsh language centre in Llangranog, which provides opportunities to develop their bilingual skills. Y Cwricwlwm Cymreig is successfully promoted across the curriculum and pupils have good opportunities to learn about their Welsh heritage and culture.
84. There is a clear and strong commitment to equal opportunity for all, both in policy and practice. This is particularly important in this school where the roll includes pupils of differing circumstance and backgrounds. This positive atmosphere and the clear expectations for behaviour ensure that all pupils feel valued and respected. This is a strength of the school.
85. Pupils acquire a good awareness of sustainable development. The school has undertaken, for example, much work on recycling and environmental awareness. Pupils' knowledge of events round the world grows effectively through the study of other societies. Pupils, for example, compare and contrast life in Cardiff with a settlement in India.
86. There are good opportunities for pupils to develop their entrepreneurial skills. For instance Year 6 pupils serve food and drink, collect and record the takings, and run the morning tuck shop. Pupils' experiences in school enable them to gain a good range of skills that help them develop good attitudes to life long learning.

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

Grade 1: good with outstanding features

87. The findings of the inspection are similar to the school's self-evaluation.

88. Pupils are very well cared for and the school gives high priority to their welfare and guidance. The care the school shows for pupils helps them to make good progress with their work. In discussions, pupils confirm this and state that they feel safe and well supported by the adults who work at the school. Parents also confirm that their children are happy at school. When required, the school is quick to seek additional help and guidance from external agencies, such as the education welfare service, and ensures that parents and carers are fully involved in discussions about the care of their children.
89. The school works closely with parents. The school provides regular and good quality information for them. Parents support the school in many ways, most notably through the Friends of Marlborough Schools, who raise money from which the school benefits. Most parents support the work of their children at home and this has a positive impact on their achievement.
90. Pupils joining the school in Year 3 soon settle and quickly get used to their new surroundings. There are sound arrangements for settling new pupils who join at a later stage in the year. New pupils are well received and welcomed by both fellow pupils and staff and they are shown the school's rules and procedures.
91. The provision for the support and guidance of all learners is achieved through a carefully structured and co-ordinated guidance programme that includes health education and the detailed tracking of pupils' academic progress. Teachers know their pupils well and pupils feel free and confident in approaching teachers to discuss any matters that may give cause for concern. Parents have indicated through the pre-inspection questionnaire their satisfaction with the measures taken by school to offer help and guidance to their children.
92. The school monitors attendance, punctuality and pupils' behaviour very closely. Teachers complete registrations promptly at the beginning of morning and afternoon sessions. They provide an opportunity at this time for pupils to exercise their knowledge and understanding of the Welsh language. Lessons begin on time throughout the school day. Registers are neat, and are completed in accordance with statutory requirements. Absences are correctly coded.
93. There are very good day-to-day systems in place to deal with any pupils who may become unwell. The personal and social education programme is well developed throughout the school. 'Circle time' whole class discussions are used very effectively to develop pupils' personal and social skills, and to address their concerns. The school is involved in initiatives to promote a healthy lifestyle, such as the 'Healthy School Programme.'
94. The school has an extensive, secure playground with surrounding fence. The surface is in very good order and is marked for play and road-safety purposes. A small garden area borders one side of the playground. Benches and tables are available around the playground for those who prefer to sit and enjoy a period of relaxation. Parents report that they find the school easy to approach and that any complaints or worries they have are promptly dealt with. Health and safety issues are very well addressed. A risk assessment and health and safety audit is carried

- out each year. Electrical appliances and fire safety equipment are regularly checked. Staff are properly trained in basic first aid.
95. The school has adopted the policies for child protection recommended by the LEA. The deputy headteacher is the nominated child protection officer. Both he and the chair of governors have received training in child protection matters and carry out their duties most diligently. The school works in pupils' best interests to keep them safe. The staff has been trained to be vigilant and to recognise signs that a child may need protection.
 96. The provision for pupils with special educational needs and other additional needs is good in the mainstream school. The co-ordinator for pupils with special educational needs leads and manages the provision well. Representatives from support services form an important part of the provision and the school welcomes advice and help. Pupils make good progress through the individual education plans they have to complete. The school's success in this area shows in their results, which are above national averages overall. The school identifies, assesses and monitors individual pupils' needs effectively. Pupils receive a mixture of provision, which includes special sessions for literacy in the library and extra support in class. The provision fits together well and pupils receive a good education and parents are content.
 97. Pupils with special educational needs are well supported by well-trained and knowledgeable teaching and support staff. Teachers work closely together with the special needs co-ordinator to ensure that pupils' individual education plans are up-to-date and relevant. Very few pupils at the school exhibit behaviour that impedes their progress. However, a few pupils, often boys, need consistent one to one support with an adult and this has been provided effectively.
 98. The school has a special needs unit for pupils with statements of their special educational needs, which draws pupils from a large area of Cardiff. The provision in the unit is good. Pupils receive an education that meets their needs which is broadly based on practical work. At times, lessons are inspiring for pupils, such as in science. Accurate records are kept of pupils' progress, and those with behaviour difficulties or who have difficulties concentrating benefit from the very good pupil to teacher ratio. Pupils have good opportunities to join other classes for lessons. The main school and the unit are well integrated.
 99. The qualities of fairness and equal opportunity for all underpin the school's work. All pupils asked feel they are an important part of the school. Pupils from different ethnic backgrounds and with special educational needs are well supported. Pupils have good, well matched individual programmes of work. Teachers help them to integrate effectively. Pupils get on very well with their peers and have very secure relationships with all adults. The school in practice complies fully with its equal opportunity policy and pupils confirm this.
 100. The school is effective in promoting and achieving very good race relations. The school is popular with families from many different ethnic groups. It is an aim of the school to prepare pupils to live and work harmoniously together and this it achieves with considerable success. Pupils from different ethnic backgrounds

integrate well. They enjoy and benefit from each other's company at work and at play both in and out of the classroom.

101. In discussion, pupils indicate that bullying is rare and that teachers deal promptly with any concerns brought to their attention. The school's arrangement to deal with any oppressive behaviour, bullying and harassment are strengths of this multi-cultural school.
102. The school is of a single story design, which caters well for pupils or adults who suffer any form of physical disability. The school has appropriate strategies to ensure disabled pupils do not suffer from less favourable treatment or any form of discrimination.
103. Pupils' understanding of diversity and the value of contributions made by others from a wide range of backgrounds and cultures is an outstanding feature of this school. The school council effectively brings pupils' ideas and concerns to the fore. The school has a clear policy for equal opportunities and day-to-day it is in action. The curriculum develops pupils' understanding of other cultures well and gives pupils many insights into how others live. There is very close monitoring of how the school is as an institution. Bilingual staff who support pupils with English as an additional language report that the school cares greatly for all children and that their work is held in high regard.

Leadership and management

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

Grade 2: good features and no important shortcomings

104. The findings of the inspection are the same as the school's self-evaluation.
105. The overall quality of leadership by the headteacher, staff with management responsibilities, subject co-ordinators and governors is good. The quality of management and leadership shown by the headteacher is very good. His tireless work since the last inspection has ensured that the school continues to provide very good value for money. The leadership of the school supports all pupils and allows them to make good progress.
106. The school's values, aims and objectives are in evidence in the school and there is a strong sense of pulling together to improve the school further. The senior staff work closely together and they ensure that the school's aims and targets are put into action. They also ensure that each member of staff has an important role to play. Duties are spread equitably across the school staff.
107. Subject leaders have monitored the quality of work in their subjects across the school in considerable detail. They make an important contribution to the efficiency of the school. Each subject co-ordinator takes account of national priorities, such as the requirement for pupils to study a developing country and matters to do with sustainable development. All staff have put the literacy and numeracy strategies into action very well. Within these two initiatives alone there

have been challenging targets for the school to meet in terms of improving the provision and raising pupils' standards of achievement, which the school has met.

108. The management of staff performance is a strength of the school. Teachers attend relevant courses that match well with their responsibilities and they share this information at appropriate times with all the staff so that all may improve. Staff who are new to the school have every opportunity to do well because they are very well inducted into the school's systems.
109. Development planning overall meets the needs of the school and the pupils within it. There is a sense of cohesion that starts with the leadership of the school and is felt throughout. Aspects of the leadership of subjects are outstanding and have led, for example, to high standards in science. Pupils with English as an additional language integrate quickly into the school and by the time they leave they are performing as well as their peers.
110. The governing body helps the headteacher and senior staff set the direction for the school each year. The chair of governors and experienced governors know many of the strengths and points for development of the school. They have ensured that the school meets legal requirements. However, the governing body has not looked closely enough at the quality of provision and children's work. The governing body has seen little evidence at first-hand.

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

Grade 1: good with outstanding features

111. The findings of the inspection are the same as the school's self-evaluation.
112. The headteacher, governors and subject leaders are very well informed about the performance of the school. They use the information they have gained from self-evaluation exercises very effectively. For example, the information that the science co-ordinator has to hand has helped to improve the provision to a point in science where standards are high. Senior staff rigorously monitor the performance of the school and use this information for school development planning.
113. The school is rigorous in what it does and it is outstanding in the way that it makes routines for important leadership and management activities. There is a very good timetable for the evaluation of subjects and aspects of the school. It is systematic and the school does what it plans. The self-evaluations include visits to lessons, scrutinies of pupils' work in different subjects and comprehensive action planning once these tasks have been completed. Overall pupils' standards of achievement have benefited from the close attention to self-evaluation. Only in one area has the school been less than rigorous and that is in consistently finding ways to raise boys' attainment.
114. The school development plan is comprehensive and contains virtually all the school should do to improve further. The results of evaluations made by subject

leaders and senior staff are used most effectively in this document. The targets for pupils to achieve in Year 6 each year are demanding and they are met.

115. The school takes full account of the views of pupils, staff and other interested parties, such as parents. The school is regularly in touch with parents through newsletters and questionnaires. The school council is proving to be a very good channel of communication for pupils' views. Pupils have opportunities to agree targets with their teachers for their individual improvement in English. There are plans to make the same provision for mathematics and science. The school's attention to everyone's views has included key members of staff responsible for pupils with English as an additional language and those with special educational needs. Everyone feels included in what the school is doing and knows that they have an important role to play.
116. The performance management process has a strong impact on the school. Targets that teachers agree are relevant to the school's work and teachers report that there is a sense of cohesion in the work of the school and in the way that senior staff set targets. All teachers with more than one year's experience in the school have a subject or area to co-ordinate.
117. The school has clear priorities and knows from the school development plan and individual subject action plans how improvements will be made. The headteacher with senior staff manage resources very well and all priorities are well supported.
118. Actions taken over the recent past have led to pupils' outstanding standards of work in science, reading and listening. Improvements in all subjects inspected have reached the point where none were judged less than 'good with no important shortcomings' during the inspection. The school has made very good progress with the key issues identified in the last inspection. Virtually all have been completed and very thoroughly.

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

Grade 1: good with outstanding features

119. The findings of the inspection are similar to the school's self-evaluation.
120. Resources are managed very efficiently and the school is very good value for money. Last year, the school's results compared with similar schools, calculated without pupils from the special needs unit who are drawn from a wide area of Cardiff, were in the top quarter of schools.
121. There is a good number of well-qualified teaching and support staff, who meet the needs of pupils and the curriculum. All staff have good levels of expertise and there are sufficient numbers of dedicated and skilled support staff to ensure that teaching, administration and the day-to-day life of the school run efficiently. Support staff work effectively with teachers in planning, teaching and recording pupils' progress and this activity enhances the quality of education, particularly for pupils with SEN and those who are learning English as an additional language.

122. The quality of resources is good. There are plentiful books and other materials and equipment for all subjects. The resources are kept in good condition and stored so that they are accessible and easy to use. Books and posters, in particular, reflect pupils' interests well and present bilingualism, gender and cultural diversity positively. There are suitable numbers of computers and a good range of programs to support learning effectively. The use of computer controlled interactive whiteboards in classes is a good provision and they are having an increasing positive effect on the teaching and learning. The library is adequately resourced, but its use to teach higher order skills in reading is underdeveloped. The school makes good use of resources from other agencies, such as museums and galleries to enhance pupils' learning. Visits, such as those to 'The Museum of Welsh Life', 'St Fagans' and 'Llancaiach Fawr', provide good support for the historical study of houses through the ages.
123. There is good accommodation for the number of pupils on roll and the curriculum provided. There are good-sized teaching rooms and a large hall, all of which are kept in a good state of repair and are well maintained. They provide a stimulating learning environment. The quality of displays is very good and they celebrate pupils' achievements.
124. The SEN class is housed in a mobile classroom that provides adequate accommodation for the number of pupils in the class; there are good quality resources to support their learning and staff ensure that pupils have ample opportunities to integrate with their peers and take a full part in school activities. The specialist support teacher for pupils with English as an additional language has access to an extensive range of resources, which are used effectively with groups and individuals.
125. The outside accommodation is in a good state of repair and is well maintained. The school shares a very large playground with the infant school and it is also used well for games and sports. In addition, the school uses the local playing fields for games and sporting activities.
126. The school manages its resources very efficiently. This is an outstanding feature of school management; to ensure the best possible education for pupils. Efficient use of resources is made, including staffing, time, learning resources and finance, to meet the needs of pupils. Teaching and support staff are very well deployed and are managed effectively. Financial management is very good and all the recommendations of the most recent auditor's report have been fully implemented.
127. The SDP effectively links spending to action and there are regular reviews and appraisals of need. Spending decisions are effectively linked to priorities for improvement and to raising standards for pupils. Resource decisions are efficiently linked to the school's priorities and objectives. Staff development, including appraisal, is carefully linked to the needs of the school as well as the professional development of those involved.

Standards achieved in subjects and areas of learning

ENGLISH

Grade 2: Good features and no important shortcomings

Good features

128. National test results over the last three years show that pupils achieve good standards. The quality of the work seen during the inspection supports this finding.
129. Pupils increase their ability to contribute to discussions and confidently express their thoughts and opinions in all years. Pupils achieve good standards in speaking skills. They speak with confidence and speak clearly in lessons. Pupils' listening skills are very good. They listen very attentively and purposefully, responding very well to questions and instructions.
130. Pupils work well together in groups and pairs and share their ideas and opinions. Pupils' capacity to share ideas and listen to one another improves as they become older. Some very good listening and speaking was observed in Year 6. Pupils discussed the strengths and weaknesses of the case for the existence of alien life in a confident and lively manner.
131. Standards in reading are very good by the end of Year 6. Pupils make good progress towards improving their fluency and accuracy of their reading. They all enjoy reading and explain with enthusiasm how different books make them feel. Pupils of all ages and abilities discuss the plots and characters of the books they read with interest. Their comprehension skills are good. In Year 3 pupils have a good understanding of the main points of their stories. By Year 6, pupils infer possibilities and deduce what might happen at the end of the story, giving evidence to support their views.
132. The standard of pupils' writing is good. Year 3 pupils write a simple set of instructions effectively. They make good use of adjectives when writing their own advertisements. By Year 4, most pupils understand the basic rules of grammar and their spelling of words is mostly accurate. In Year 5, pupils classify stories into myths, legends and fables successfully. By the end of Year 6, pupils write convincingly about imaginary and factual events. They plan, draft and edit their own work effectively, improving both style and content in response to, for example, other pupils' or teachers' ideas. They write for a range of purposes including poetry, descriptive writing and letters. Pupils, for example, record convincingly the pros and cons of building on a local park.
133. Pupils' use of extended writing in other subjects is good. Pupils use CD-ROMs and the Internet effectively to find information about various subjects to help with their work. The use of word processing skills and the addition of pictures enhance their work. Pupils have good study skills. Pupils know how to use the 'contents,' 'index' and 'glossaries' in books from an early age. They use dictionaries

effectively and some pupils were observed looking at their targets for improvement on the inside cover of their exercise books, so that they could address them.

134. Pupils with English as an additional language, several of whom are refugees, make good progress. Pupils learn English effectively and soon take an active part in lessons. By the end of Year 6 pupils are performing as well as their peers. They make the best progress on the days when expert bilingual teaching is available. No pupil was found to be struggling or unhappy.
135. Pupils in the SEN unit make good progress with English skills. They usually listen well for short periods and most pupils offer relevant and interesting ideas at the right moments in lessons. Pupils across the school reach the targets in their individual education plans because they are all keen to do well and staff support pupils effectively. By Year 6, most pupils write legibly. Pupils, for example, understand and record what instructions are and why they are important.

Shortcomings

136. The school's results indicate that boys' attainment in elements of English that are tested is significantly lower than that of girls' attainment.

WELSH SECOND LANGUAGE

Grade 2: Good features and no important shortcomings

Good features

137. All pupils respond well to incidental spoken Welsh at different times during the day. They respond appropriately to teachers' commands and to questions about themselves and how they feel. Pupils are keen to use the language and talk to each other and their teachers in order to acquire a 'tocyn iaith.' They collect the tokens towards an achievement award. All pupils sing a range of hymns and songs with confidence and good intonation.
138. Pupils' speaking and listening skills are good. They listen carefully and show a good understanding of basic and familiar phrases to which they respond appropriately. Pupils speak with intelligible pronunciation and intonation and use an increasing range of phrases and sentence patterns with accuracy.
139. Pupils work well in pairs in role-play situations to ask and answer questions, often developing conversations by expressing comments in response. Older pupils respond to questions using negative and affirmative forms with increasing accuracy and intonation. They share experiences, such as their favourite sports, and confidently discuss opinions and reasons for preferences.
140. Pupils accurately read word cards, short phrases and sentences on the interactive whiteboards in classrooms. They develop an increasing knowledge of vocabulary and sentence patterns. They confidently read their own written work with appropriate accuracy and intonation.

141. Pupils write in a range of styles including dialogue, poetry and report writing. They make good attempts to write descriptions of friends, clothes and sports and write scripts using known sentence patterns. Their writing is mainly accurate and give appropriate attention to spelling and punctuation. Good use is made of picture dictionaries to find vocabulary and to check spellings.
142. All pupils show a positive attitude to learning Welsh and are making good progress in developing bilingual skills. They have a good awareness of Wales and its heritage through the promotion of *Y Cwricwlwm Cymreig*. They take part in the school's annual eisteddfod and older pupils benefit from the residential visit to the Welsh Language Centre at Llangranog.
143. Pupils make good use of ICT, videos and word games to consolidate vocabulary and to record their use of Welsh.

Shortcomings

144. There are no significant shortcomings.

SCIENCE

Grade 1: Good with outstanding features

Good and outstanding features

145. Pupils make rapid progress with learning how to enquire scientifically over the four years. They have a very good knowledge of most key ideas in the science curriculum by the end of Year 6. National test results have been outstanding.
146. Some of the main reasons for pupils' very good standards of work are: the teaching is on occasions an inspiration to pupils, the subject leader co-ordinates the work of the school very effectively, pupils are keen to do well and pupils are encouraged to do their best work at all times.
147. Pupils in Year 3 have a good working knowledge of which materials are attracted or not by magnetic force. They test a range of materials accurately and use a recording sheet to good effect. They work out that the link is something to do with the materials being metal or not metal. Higher attainers also notice that a magnet does not attract aluminium and want to know why.
148. In Year 4, pupils show they can set up their own fair tests and explain which variables are present, which are to be changed and which need to stay the same. Pupils' explanations of results show that they have thought about what happened in their experiments. They test their predictions well.
149. Pupils from the SEN unit made very good progress in two lessons observed. They made very good progress with their understanding of what pushes and pulls are

by trying different actions, in pairs with ropes and objects. They know that friction slows moving objects and that a force can change the direction that a moving object travels in.

150. Pupils in Year 5 considered whether the process of melting could be reversed. The lesson caused them to think hard about this idea and from memory they suggested examples that do and do not. They learned the terms, 'solid' and 'liquid' and about the idea of a 'change in state.' Pupils melted chocolate, already knowing it will melt on the radiator. But when it cools will it reform into the shape it was before? Pupils responded well to the interesting investigation and noted the chocolate was not the same shape.
151. In Year 6, pupils know how the blood circulates around the body and many facts about what keeps the human body alive. Pupils' work over the year shows considerable depth. They use their literacy and mathematical skills accurately to explain and measure things as they happen. They give logical reasons why the results are as they are, showing a clear understanding of a fair test and an ability to devise their own. Pupils make good use of scientific vocabulary when describing their work and use graphs when appropriate to do so. Pupils make appropriate use of information technology to record scientific findings and to find information.

Shortcomings

152. There are no significant shortcomings.

DESIGN AND TECHNOLOGY

Grade 2: Good features and no important shortcomings

Good features

153. Pupils successfully learn to refine a range of techniques and to use their skills effectively, such as in marking, measuring, cutting and joining. Through the wide range of relevant and practical experiences, pupils, including those with SEN, make good progress. Pupils apply the knowledge they learn well.
154. In Year 3, pupils know about how simple axles work. The main thrust of their studies is about food. Pupils test and blend tastes to make a sandwich they like. They learn about good hygienic practices and record how to make a hamburger. Pupils' standard of recording their discoveries is good. Pupils are able to write down in some detail what they have done and show how they would improve it next time.
155. Pupils in Year 4 consider sensible changes to their designs of bridges. Each pupil makes a bridge to span a 30 cm gap. In pupils' good records of what they do, they effectively evaluate the strength of different materials and ways of joining them.

Pupils know for example, that arched bridges are stronger than many other structures such as beam bridges.

156. A good feature of the work in Year 5 is the attention given to accuracy and quality of work. Pupils learn more about how to use tools safely. They make good progress with their drawing skills. Pupils have an above average capacity to draw accurately using isometric paper and rulers. Some drawings, such as one of a bench hook in one record of work, are of high quality.
157. In Years 5 and 6, pupils have a range of challenges and questions to complete. Pupils make good clear evaluations of their work and record their findings in attractive folders, which show they have often thought quite deeply about what they have done. Pupils design, make, test, evaluate and redesign slippers. The finished results are good. The teaching in this lesson guides pupils most effectively to look closely at comfort, size, grip and style, which pupils duly incorporate into their work. Earlier in the year, pupils completed interesting fair ground rides driven by electric motors and many moving parts. Pupils incorporate ICT appropriately into aspects of their work.
158. Some of the main reasons for pupils' good standards of work are: the teaching is informed, pupils are keen to do well, resources for pupils to use are well chosen and pupils have time to finish their projects.

Shortcomings

159. There are no significant shortcomings.

HISTORY

Grade 2: Good features and no important shortcomings

Good features

160. Pupils have a good understanding of time periods. They produce clear timelines to place the periods of history in chronological order. During their study of the Victorians, pupils in Year 5 use a timeline to sequence events and use a family tree to show the different generations of Queen Victoria's family. Pupils' use of vocabulary relating to the passage of time shows they make good progress with learning key historical ideas.
161. Pupils understand that they can find out about the past from a range of sources, such as books, visits to places of historical interest and through visitors talking about the past. They ask relevant questions and make informed comparisons of life in the past with that of today.
162. Pupils' awareness of links between the causes and consequences of events and situations is well demonstrated in their work on changes during the nineteenth

century. They study the working conditions of children in industrial areas and write detailed letters to the Earl of Shaftsbury supporting improvements that were made through the factory acts of parliament.

163. Pupils make good use of a wide range of sources of evidence, such as artefacts, photographs, visits to museums and web sites to support their learning and investigations. Pupils know the difference between primary and secondary sources and explain clearly which is the more reliable.
164. Year 3 pupils understand that evidence is required to find out about the past and explain clearly that archaeologists use clues from evidence. They work well in pairs to find information from reference books and the Internet about Roman writing, buildings, roads, archaeological finds and objects.
165. Pupils develop the skills of asking historical questions and make informed judgements. They interpret evidence carefully and give their own reactions, such as when a local resident talked to pupils in Year 6 about her experiences as a child during World War 2 and the effect of the war on people and the local area. Pupils make perceptive observations of how people must have felt when war was declared and write very good accounts of their reaction to the news showing a high degree of empathy.
166. Pupils' use of historical vocabulary relating to the periods that they study is well developed. Pupils organise their findings appropriately and use an increasingly wide range of methods to communicate their knowledge and understanding. Pupils make good use of ICT to research topics and to present their findings in a variety of suitable ways.
167. Pupils have good knowledge and understanding of their local area in Roath and have studied the growth and decline of Cardiff Docks and how the docks compare with the regeneration of Cardiff Bay today.

Shortcomings

168. There are no significant shortcomings.

MUSIC

Grade 2: Good features and no important shortcomings

Good features

169. Pupils have a well-balanced range of skills in composing, performing and appraising music. Pupils develop their performing skills well. They sing a good repertoire of songs and hymns in English and in Welsh with confidence, enjoyment and with increasing control. Pupils successfully focus their listening skills on musical elements such as pitch, rhythm, beat and dynamics whilst performing and composing. They successfully sing in two parts, listening carefully to each other and to directions from the teacher.

170. Pupils have good listening skills and demonstrate good appraisal skills when listening to music. They show their appreciation by describing the moods and atmosphere of a piece of music. Pupils in Year 3 listen carefully to parts of the opera, 'Hansel and Gretel' and recognise the different performances, such as solos, duets and choruses, and they identify differences in pitch.
171. Pupils' musical performances are developing well. They experiment with sounds and rhythms in groups and compose their own music using a variety of instruments. Year 4 pupils work well in groups to produce effective compositions to illustrate the story of 'The Two Birds and the Raja' and record their music on illustrated charts.
172. Pupils in Year 4 listen to Tudor dance music and successfully play a range of untuned instruments to accompany the music, keeping in time with a steady beat.
173. Pupils in Year 6 explore African music and listen carefully to an African chant. They perform clicking and clapping patterns, keeping a steady beat and successfully clap the 'off beat' to the African drumbeat. They listen carefully to the tape of the chant, in particular, the 'call' and successfully sing the responses at the correct time. The final performance of the song in two parts is good, with effective drum and clapping accompaniments.
174. Musical performances enhance assemblies and school celebrations. The school offers many pupils instrumental tuition in brass, woodwind, strings, guitar and recorder playing. The extra-curricular music clubs succeed in enhancing their musical skills. Pupils enjoy taking part in school and community performances.

Shortcomings

175. There are no significant shortcomings.

School's response to the inspection

The governors and staff have considered the outcomes of the Inspection and are delighted that the findings acknowledge that Marlborough Junior is a good school that has continued to improve its performance since the last inspection.

The inspection team agreed with the judgements made in the school self-evaluation report confirming the success of our self-evaluation processes.

We are pleased that the inspection team found that the quality of teaching and standards of achievement are well above the Welsh Assembly all-Wales targets. In addition the care and support systems in school are recognised as being very good. Pupils with additional needs (SEN & EAL) are also well provided for.

We have always been proud of our children and were pleased that the inspectors found that their behaviour, attitude to work & self-confidence as being good.

An action plan will be put in place to address the recommendations within the report. Staff & governors are already working on strategies to improve the cohesive teaching of key skills and the monitoring of pupil work by governors.

Governors & staff of Marlborough Junior School would like to thank the inspection team for their professionalism & for the rigorous yet sensitive manner in which the inspection was conducted.

We will strive to continue to progress & improve aspects of the report judged as good to make them very good. This will be achieved through monitoring & self-evaluation linked to our School Improvement Plan.

Appendix A

Basic information about the school

Name of school	Marlborough Junior
School type	Community
Age-range of pupils	7 – 11 years
Address of school	Blenheim Road Roath Cardiff
Post-code	CF23 5BU
Telephone number	02920 492564

Headteacher	Mr. J. Evans
Date of appointment	September 1987
Chair of governors/ Appropriate authority	Councillor F. Salway
Registered inspector	Mr. R. Fry
Dates of inspection	10 – 13 January 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	0	0	0	82	62	74	81	299

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	13	3	14.6

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	22:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	7.5:1
Average class size, excluding nursery and special classes	25.8
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn	0	0	94.2	94.2
Summer	0	0	94.9	94.9
Spring	0	0	94.3	94.3

Percentage of pupils entitled to free school meals	14%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

**National Curriculum Assessment Results
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6		61			
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School			3	10			13	48	26	
		National					1	5	16	46	30	
	Test/Task	School	12						3	36	49	
		National	2	1	1			4	13	42	37	
Mathematics	Teacher assessment	School			3	10			18	34	34	
		National						3	17	46	31	
	Test/Task	School	12						7	39	42	
		National	1	1	1			3	15	43	36	
Science	Teacher assessment	School			3	10			2	48	38	
		National						1	11	50	37	
	Test/Task	School	12							30	59	
		National		1				1	8	51	39	

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	66	In the school	79
In Wales	71	In Wales	70

- 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 D

Evidence base of the inspection

A team of three inspectors spent ten inspection days at the school.

Before the inspection:

- Meetings were held with the headteacher and staff, the governing body and parents; 10 parents attended the pre-inspection meeting;
- Questionnaires were distributed to all parents and the 95 completed questionnaires were analysed; the inspection team took note of the results;
- The school's documentation was scrutinised.

During the inspection:

- Thirty-six lessons or parts of lessons were observed. A further four lessons were observed by the school's nominee. Lessons were observed across all age groups.
- Other observations included acts of collective worship, playtimes, clubs and registrations.
- Discussions were held with the headteacher, class teachers, staff who help pupils learn English as an additional language and teaching assistants, about their roles and responsibilities.
- Discussions were held with pupils about aspects of their work and life in school;
- Inspectors heard a representative sample of pupils read.
- A scrutiny of a sample of pupils' work from each year group was undertaken as well as work in classrooms and on display around the school.

After the inspection:

- Meetings were held with the headteacher, the staff and the governing body to provide oral feedback about the findings of the inspection.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr. R. Fry (Registered Inspector)	English Science Design technology Key questions 1, 2, 5, 6
Mrs. M. E. Evans (Team Inspector)	Welsh second language History Music Key questions 3, 7 and contributions to others
Mr. C. Brentnall (Lay Inspector)	Key question 4 and contributions to others

Acknowledgement

The registered inspector and team wish to thank the governors, headteacher, staff and pupils for their co-operation and courtesy before, during and after the inspection.

Contractor:

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North East Lincolnshire
DN32 0EG

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Marlborough Junior School
Blenheim Road
Roath
Cardiff
CF23 5BU**

A Summary Report for Parents

School Number: 681/2035

Date of Inspection: 10-13 January 2005

By

**Mr. R. Fry
W216/78913**

Date: 24 February 2005

Under Estyn contract number: T/154/04P

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Basic information about the school

Name of school	Marlborough Junior School
School type	Community
Age-range of pupils	7 – 11 years
Address of school	Blenheim Road Roath Cardiff
Post-code	CF23 5BU
Telephone number	02920 492564

Headteacher	Mr. J. Evans
Date of appointment	September 1987
Chair of governors/ Appropriate authority	Councillor F. Salway
Reporting inspector	Mr. R. Fry
Dates of inspection	10 – 13 January 2005

The inspection

Marlborough Junior School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Marlborough Junior School took place between the 10 and 13th of January 2005. An independent team of inspectors, led by Roger Fry 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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

Context

The nature of the provider

1. Marlborough Junior School is situated in east Cardiff and was last inspected in 1999. The school serves pupils from Roath and the surrounding area. The school's catchment is neither advantaged nor disadvantaged socially and economically. Fourteen per cent of pupils are entitled to free school meals. Children's attainment on entry to the school is mostly average and in some years it is above average. The school is popular and is oversubscribed. There is a significant movement of pupils in and out of the school during the school year.
2. There are currently 299 full time equivalent pupils at the school, representing the full range of ability. The school has a unit for pupils with special educational needs that caters for children from a wide area of Cardiff. Sixteen pupils have statements of special educational need. Forty-one pupils have been identified as needing additional support with their work. There are no pupils from Welsh speaking homes and Welsh is taught as a second language. Twenty per cent of pupils are from ethnic minorities and 19 pupils do not speak English as their first language. A small number of pupils are refugees.

The school's priorities and targets

3. The school's aims are outlined in a number of key documents including the school's brochure. They include emphasising the need to nurture pupils' understanding of the world, to develop pupils' language skills, and to encourage pupils to question and argue rationally. The school aims to foster positive attitudes between all pupils and to encourage tolerance and respect for religious values of other races and cultures. The school aims to produce independent learners with high standards to follow when they take their place in society.
4. The school's motto is 'Knowledge through Industry.'
5. The targets in the development plan (SDP) are well focused on improving pupils' standards of work further in the full range of activities the school undertakes. The school's current targets include:
 - To improve standards in reading and writing.
 - To adopt the recently revised policy for assessment.
 - To develop the mathematics curriculum.
 - To continue the promotion of incidental Welsh.
 - To improve the planning for key skills within different subjects.

Summary

6. Marlborough Junior continues to provide very good value for money. The school's capacity to evaluate its work and improve its provision is very good. The inspection team agrees with most of the judgements made by the school about the standards pupils achieve and in other areas of its work.

Table of grades awarded

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

Standards of achievement

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Pupils' standards of achievement	19%	73%	8%	0	0

7. Pupils' standards of achievement in lessons are well above the targets set by the National Assembly for Wales (NAW), which are for 95% of pupils to attain grade 3 and above, and of those, 50% to achieve grade 2.
8. Six subjects were inspected; pupils' standards of achievement are as follows:

Subject	Key Stage 2
English	2
Welsh second language	2
Science	1
Design and technology	2
History	2
Music	2

How well do learners achieve?

9. Pupils' standards and progress in achieving key skills is good overall. Standards achieved in speaking and writing are good, and in listening and reading in other subjects are very good. The use of numeracy skills in subjects such as science is good. Pupils' use of a range of information and communications technology (ICT) to support learning in other subjects is good.

10. Pupils' competence in using bilingual skills is good; pupils take part in Welsh conversations with confidence and enthusiasm. They read the texts of simple Welsh storybooks with understanding, and make good attempts to write sentences using known language patterns.
11. The 2004 National Curriculum (NC) assessment results indicated that standards achieved by pupils in the core subjects of English, mathematics and science were above local and national averages. The proportion of pupils who performed above the national standard in science was high. The core subject indicator of 79 per cent was higher than the 2004 national average of 70 per cent. Boys' standards of work are lower than girls'.
12. When compared with similar schools locally and nationally, based on pupils' entitlement to free school meals, the school performs as well as other schools.
13. Pupils with special educational needs make good progress and usually reach the targets they have to complete. Pupils from ethnic minorities or who have English as an additional language also make good progress.
14. Pupils' understanding of how well they are progressing and what they need to do to improve is good. Pupils help to set their own targets for improvement in English. This is an area that has been identified by the school for further development.
15. Levels of attendance are slightly above average and there are effective procedures to monitor and follow up absences. Punctuality at the start of the school day is satisfactory, but a small number of pupils are regularly late.
16. Pupils' behaviour and attitudes to learning are very good and have a positive effect on standards achieved and the quality of life in the school. Pupils make good progress in learning to take responsibility for their own work and in working in pairs or collaboratively in groups.
17. Pupils make very good progress in their personal, social and moral development. They have a very good understanding of equal opportunities issues and a respect for diversity within school and society.

How effective are teaching, training and assessment?

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
19%	67%	14%	0	0

18. The overall quality of teaching in lessons is higher than NAW targets. Teachers have good knowledge and understanding of subjects they teach. Lesson planning has clear learning targets and a range of teaching techniques are used effectively to promote pupils' learning. Working relationships are very good.
19. The good quality of teaching has been sustained since the last inspection. Teachers in the main challenge pupils to do their best. In the best lessons, the starting points for pupils of differing abilities meets their needs very well. In some lessons, teachers rely too heavily on setting a task for all pupils to complete regardless of their abilities.
20. The assessment and recording of pupils' achievements is good and there are effective systems that provide a clear picture of pupils' progress. Assessment

procedures are consistent. Useful samples of pupils' work have been compiled to help teachers assess pupils' work.

How well do learning experiences meet the needs and interests of learners and the wider community? How well are learners cared for, guided and supported?

21. The quality of reports to parents is good and they meet statutory requirements. They provide detailed information of pupils' progress and are appreciated by parents.
22. The school ensures equality of access and opportunity for all pupils. The school meets the requirements laid down in the National Curriculum for each of the subjects inspected. The whole school planning for the teaching of key skills is not detailed enough. Lessons are enhanced through a range of educational visits and many pupils participate in out-of-hours activities, such as football and netball.
23. The provision for pupils' spiritual, moral, social and cultural development is good overall and pupils respond well to school life. They achieve good standards in their personal and social development and understand the school's expectations for good behaviour and positive attitudes.
24. There are effective partnerships between the school and parents, the community and other schools in the local consortium. Parents and others in the community make a significant contribution to pupils' learning and play an important part in promoting good standards.
25. The teaching successfully promotes pupils' bilingual skills through the use of incidental Welsh through the day. Y Cwricwlwm Cymreig is integrated into most subjects and succeeds in promoting pupils' understanding of the language and culture of Wales.
26. There is a clear policy for promoting education for sustainable development and the school is in the process of developing a programme of work for pupils to follow. Work-related education is good.
27. The quality of care, educational support and personal guidance for pupils is a strength of the school. The school ensures that all pupils are equally valued and treated with respect and understanding. There are very good procedures for promoting equality and the well-being, health and safety of pupils.
28. The quality of provision for pupils with additional learning needs is good. The school complies with the NAW framework for inclusive education and with the Special Educational Needs (SEN) Code of Practice. Pupils receive good support and make good progress in their learning towards targets set in their individual education plans. (IEPs)

How effective are leadership and strategic management?

How well do leaders and managers evaluate and improve quality and standards?

How efficient are leaders and managers in using resources?

29. The quality of leadership and management is good. There are clear aims and policies, including a commitment to equality of opportunity for all, which promote good standards in the school's work. The headteacher provides efficient, caring

leadership and ensures a strong sense of purpose and direction for the work of the school.

30. The governing body is supportive of the school and effectively fulfils its regulatory and statutory obligations. Governors help to set the school's strategic direction but do not regularly monitor the quality of provision and standards of pupils' achievement.
31. The school's capacity to evaluate its work is very good. The self-evaluation report clearly identifies strengths and areas for further improvement. Senior staff and subject co-ordinators monitor the school's work and standards very successfully. The school is particularly good at deciding on a course of action and achieving agreed goals.
32. The overall provision for staffing, accommodation and learning resources is good and they have a beneficial impact on pupils' standards of achievement. Pupils are well supported by qualified and experienced staff. They are effectively deployed. Staff and pupils make effective use of all available books, materials and equipment.
33. The school has good accommodation for the number of pupils on roll. Good use is made of all available space to provide a purposeful working environment for pupils. Classrooms and shared areas are enhanced by good quality displays, which support pupils' learning.
34. Resources are managed efficiently and budget planning reinforces the aims of the school, ensuring value for money. Targets for improvement are set and are incorporated into the School Development Plan. (SDP) It is a useful working document and prioritises areas for improvement over a three-year period.
35. The school has made very good progress since the previous inspection and has met virtually all the targets set in the action plan written after the last inspection.

Recommendations

36. The school should maintain the good and very good features present and:

- find ways to raise boys' attainment;
- improve the planning for key skills;
- improve the match of work set to average and higher attaining pupils in some lessons;
- improve the punctuality of a small minority of pupils;
- improve the range of checks that governors make on pupils' standards of work and the school's provision.

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.