

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

**Meadowlane Primary School  
Heol Maes Eirwg  
St Mellons  
Cardiff  
CF3 0JZ**

**School Number: 681/2179**

**Date of Inspection: 16 – 18 May 2005**

**By**

**Michael Best  
W207/10413**

**Date: 13 July 2005**

**Under Estyn contract number: T/239/04P**

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Meadowlane Primary 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 Meadowlane Primary School took place between 16 and 18 May 2005. An independent team of inspectors, led by Michael Best 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:

- |                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | many important shortcomings                             |

## 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	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

<b>Contents</b>	<b>Page</b>
<b>Context</b>	6
<b>Summary</b>	8
<b>Recommendations</b>	14
<b>Standards</b>	15
Key question 1: How well do learners achieve?	15
<b>The quality of education and training</b>	19
Key question 2: How effective are teaching, training and assessment?	19
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	21
Key question 4: How well are learners cared for, guided and supported?	24
<b>Leadership and management</b>	29
Key question 5: How effective are leadership and strategic management?	29
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	30
Key question 7: How efficient are leaders and managers in using resources?	31
<b>Standards achieved in subjects and areas of learning</b>	33
Subject 1: English	33
Subject 2: Science	35
Subject 3: Design and technology	36
Subject 4: Information technology	37
Subject 5: Geography	38
Subject 6: Religious education	39
<b>School's response to the inspection</b>	41
<b>Appendices</b>	42
A Basic information about the school	42
B School data and indicators	43
C National Curriculum assessments results	44
D Evidence base of the inspection	46
E Composition and responsibilities of the inspection team	47

## Context

### The nature of the provider

1. Meadowlane Primary School was built in 1995 as part of the development of St Mellons on the eastern side of Cardiff. Its purpose-built accommodation shares a site with a family centre and other agencies working with children, parents and carers. The school serves the both rented and private housing in the vicinity. Unemployment is high and the area is economically disadvantaged.
2. There are currently 279 boys and girls on roll aged between 3 and 11 years. This includes 47 children who attend part-time in the nursery. English is the home language for 93 per cent of pupils, most of whom are from white European backgrounds. Currently, 15 pupils are supported in learning English as an additional language. There is a high level of pupil mobility.
3. Children join the nursery on a part-time basis when they are three years old, becoming full-time when they move to reception in the September following their fourth birthdays. Teachers' initial assessments indicate that the majority have limited skills and experiences.
4. The school identifies 116 pupils (42 per cent) of pupils as having special educational needs (SEN). This is above national and local education authority (LEA) averages. Of these, three pupils have statements outlining their special educational needs. The National Curriculum is not modified or disapplied for any pupil. Nine pupils are withdrawn from the collective act of worship but all participate in religious education lessons.
5. The present head teacher and deputy head teacher have taken up their posts since the previous inspection in May 1999. The school is participating in the LEA's current review of surplus school places.

### The school's priorities and targets

6. The school's aims and objectives are to:
  - continue to establish Meadowlane School in the life and character of St Mellons by being involved in, and initiating, community projects, especially on site;
  - establish a positive ethos and working environment characterised by teamwork which maintains high expectations by setting challenging tasks appropriate to children's abilities;
  - motivate pupils by providing appropriate teaching strategies to enable all pupils to achieve success and make progress in every National Curriculum subject;
  - provide all staff with the necessary resources and relevant in-service training to enable them to become even more effective;

- provide a safe, secure and caring environment for pupils by closely monitoring all visitors on site and by staff referring any concern to outside agencies;
  - set high standards of behaviour in school using the school reward system which involves all staff, pupils and parents;
  - continue to develop and enhance strong links with parents by providing a variety of opportunities to involve them in the children's education;
  - maintain a close working relationship with outside agencies which support the school in the development of its aims and objectives.
7. The school's priorities for improvement outlined in the summary of its development plan for 2004/5 are to:
- improve achievement in reading and writing throughout the school;
  - improve pupils' problem-solving skills in mathematics;
  - continue to develop the use of the school's information technology (IT) suite and staff skills;
  - implement new assessment procedures;
  - meet pupils' language and social development needs more effectively.

## Summary

8. Meadowlane Primary is a good and inclusive school that successfully provides its pupils with a good start to their lifelong learning. The committed and hard-working staff care very well for their pupils. The quality of the school's links with the community is an outstanding feature of its work.
9. Through the good leadership and management of the head teacher, governors and staff, the school has improved its provision since the last inspection in May 1999. The school provides good value for money.
10. The inspection team agrees with the school's evaluation for all key questions other than key question 4, where it judges the provision to be good with outstanding features.

### Table of grades awarded

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

### Standards

#### Subjects and Areas of Learning in the Early Years

11. Children in the early years and pupils in key stages 1 and 2 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with SEN achieve good standards relative to their age and ability.
12. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

13. The proportion of Grade 2 or better lessons exceeds the Welsh Assembly Government's target for 2007, and represents good improvement since the previous inspection.

14. Most children start school with a limited range of skills and experiences. In particular, their communication and social skills, and their early reading, writing and number skills are not well developed. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
15. In key stage 1 and 2, standards of achievement in the subjects identified for inspection are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

16. Pupils with SEN achieve well relative to their prior attainment and ability because, through effective support, they successfully develop a 'can do' approach to learning which helps them succeed. Likewise, pupils for whom English is an additional language are well supported and achieve good standards.
17. Pupils successfully achieve learning targets and goals agreed with the LEA. Improvements in the school's analysis and use of assessment information are successfully raising teachers' expectations of what pupils can achieve.
18. Children in the nursery and reception classes successfully develop their personal and social skills, and their use of early language and numeracy skills across the areas of learning. Children make good gains in their use of language to describe what they see and do. They know the purpose of print and many respond accurately to questions about a story. They also successfully develop their understanding and use of mathematical vocabulary. When using computers, children use the mouse confidently.
19. The vast majority of pupils in key stage 1 and 2 have good listening skills and display an increasingly effective range of verbal strategies as they progress through the school. Pupils write appropriately for a range of purposes across the curriculum. Pupils read instructions and short texts accurately, but many do not sufficiently develop their skills in seeking out information from reference books. In key stage 2, pupils' library skills are underdeveloped.
20. Pupils apply their numeracy skills effectively in a number of appropriate contexts. They successfully use their developing ICT skills to support their learning in a number of subjects, for example, design and technology. Pupils' bilingual competence is less well developed; they make suitable use of incidental Welsh at registration times but most generally respond to questions in single words or short phrases. The school has identified this shortcoming and is implementing an action plan to address it.

21. Attainment at the end of key stage 1 in 2004 in English and mathematics was below the local and national averages, and similar to these averages in science. Compared with similar schools<sup>1</sup>, standards are below the top 50 per cent of schools in English and in the top 50 per cent of schools in mathematics and science.
22. Attainment at the end of key stage 2 in 2004 in English was below the local and national averages, and above these averages in mathematics and science. Compared to similar schools<sup>1</sup>, the performance of pupils was in the top 25 per cent of schools in English, mathematics and science.
23. Trends over time indicate that results are improving. Pupils from different ethnic, social or linguistic backgrounds make similar progress to others.
24. Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning. Pupils with SEN make good progress towards the targets set for them in their individual education plans (IEPs).
25. The school has correctly identified the need to develop pupils' independent learning skills to help them more successfully apply their skills, knowledge and understanding to new and unfamiliar situations. Despite recent initiatives, pupils are not generally sure of their progress or what they need to do to improve, and they do not yet focus sufficiently on achieving the targets set for them. Whilst pupils concentrate well and can work independently, their organisational skills in sorting out their work and preparing their own resources and materials are underdeveloped.
26. Across the school, pupils have positive attitudes to their learning and play a full part in lessons. They show good motivation and get on with their work promptly, making effective use of their time. However, many pupils lack confidence in asking questions or expressing their own views when faced with situations that demand them to independently employ problem-solving or decision-making skills.
27. Good behaviour and positive attitudes are evident throughout the school. Pupils make good progress in the development of their personal, social and moral education. Pupils readily accept each other as equal members of the school community and value the contributions of all. They have high regard for the diversity of beliefs, attitudes and cultural traditions within society.
28. Pupils effectively benefit from a wide range of enrichment experiences. Visits to the local community and to places of interest linked to the workplace help to broaden their understanding of their community and the world of work.
29. Although attendance is just below the national and local averages, it has improved significantly since the previous school inspection. Punctuality is generally good at the start of the school day and lessons start on time. There

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<sup>1</sup> Compared with English medium schools with 49 per cent or more free school meals.

were five temporary, and one permanent, exclusions in the last reporting period.

### The quality of education and training

30. The following table shows the distribution of grades in the 35 lessons observed during the inspection:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9%	71%	20%	0%	0%

31. The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government's target for 2007. The quality of teaching shows good improvement since the last inspection.
32. Notable strengths in teaching are the good working relationships between staff and pupils and the high quality contribution of the learning support staff. Staff manage their pupils well. They make good use of humour and praise to maintain pupils' positive attitudes to learning. These warm and enabling relationships inspire confidence and well-being in pupils and help them to successfully move forward in their learning.
33. Overall, staff successfully challenge and motivate their pupils. They successfully use a wide range of teaching methods to actively involve pupils in the learning process. However, there are some occasions where activities are not sufficiently challenging for pupils to effectively develop their independent working habits.
34. Teachers identify clear learning objectives for what pupils have to learn and communicate these effectively. Support staff work closely with class teachers in providing high quality help and guidance for groups of pupils. Accurate, early identification of special needs ensures that pupils' individual learning needs are promptly addressed.
35. Staff successfully meet the needs of those pupils for whom English is an additional language. Teachers are keen to promote pupils' use and understanding of Welsh as a second language but opportunities for pupils to develop and apply their skills across the curriculum are inconsistent. The school has recognised, and is addressing, this shortcoming.
36. Assessment, recording and reporting procedures meet statutory requirements. New assessment arrangements are at an early stage of development but have already led to improvements. However, pupils are not yet sufficiently involved in planning their own progress and improvement.
37. The school is very successful in meeting pupils' needs. It provides a broad and balanced curriculum for all pupils that meets legal and course requirements. The school effectively reflects national priorities for lifelong learning and community regeneration. The provision for pupils with SEN and

for those for whom English is an additional language are outstanding features of the school's provision.

38. There are effective policies and schemes of work for all subjects. Planning for the development of pupils' basic and key skills is generally developing well across the curriculum. Pupils benefit significantly from an extensive range of stimulating extra curricular activities. The school makes good provision for pupils' spiritual, moral, social and cultural development.
39. There are very good links with parents who enjoy strong relationships with the staff, based on mutual respect and trust. An outstanding feature of the school is the strength of its links with the community which are reflected in a wide range of initiatives. Pupils benefit directly from these partnerships.
40. The school addresses social disadvantage in a very positive manner which is an outstanding feature of the school. All pupils, regardless of personal circumstances, gender, ethnic background or ability are actively encouraged to participate in all the school's activities. This is another outstanding feature of the school's work.
41. The overall quality of care, guidance and support for pupils is excellent. Individual pupils feel valued, respected and well supported by all the adults who work in the school. The school gives a very high priority to pupils' health, safety and security. It provides a safe and secure environment for pupils to learn and play. There are effective systems in place for monitoring pupils' academic performance and personal development, and their behaviour, attendance and punctuality.
42. The provision for pupils with additional learning needs is an outstanding feature of the school. Highly effective early identification, assessment and monitoring procedures contribute significantly to raising pupils' achievements.
43. The school's arrangements to eliminate racism, oppressive behaviour, bullying and harassment are very good and work well. It successfully meets a diversity of needs and achieves a high degree of educational inclusion across race, ability and gender.

### **Leadership and management**

44. The school is effectively led and managed. The head teacher is highly committed to the school and the community it serves. All staff are well involved in the day-to-day and longer-term management of the school.
45. The governing body, head teacher and staff successfully promote a strong team spirit and have a well-shared sense of purpose. The school's aims and values are successfully promoted in its daily life and work. The school is fully committed to inclusion, and to providing pupils with every opportunity to achieve their best.

46. The school's targets and priorities for development are realistic. Although procedures for monitoring and evaluating the work of the school are developing well, the school acknowledges the need to reduce the often repetitive and descriptive detail in its documentation.
47. The governing body is supportive of the school and works successfully with the head teacher to develop and sustain its strategic management. Effective contact with staff and pupils helps to support the governors' knowledgeable overview of the school's strengths and shortcomings. The school meets all statutory requirements.
48. The school is effectively developing its use of self-evaluation to secure further improvement in standards. Priorities for school improvement successfully draw upon the monitoring and evaluation of standards, teaching and learning. Spending decisions are well matched to the school's priorities contained in the school development plan (SDP) and the three-year buildings plan.
49. Overall, the school makes good and effective use of its resources. However, it has no key stage 2 library and only a very small library for pupils in key stage 1. Despite recent spending, the quantity and quality of reading and reference books are not sufficient to fully meet pupils' needs, particularly in the development to their independent learning and research skills.
50. The school buildings are very well maintained and cared for and are impressively free of litter and debris.

## Recommendations

51. In order to improve standards further, it is recommended that the school should:

R1\* Further improve standards of achievement in reading and writing in key stage 2.

R2\* Develop pupils' understanding of, and involvement in, what they have to do to improve.

R3\* Strengthen pupils' independent learning skills.

R4 Improve the library provision and pupils' library skills.

R5 Act on the other shortcomings identified in the report.

*\* These are already identified in the school's current development plan.*

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

52. The inspection team agrees with the school's self-evaluation.
53. Children in the early years and pupils in key stage 1 and 2 achieve good standards in their acquisition of knowledge, understanding skills. Pupils with SEN achieve good standards relative to their age and ability.
54. Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

55. The proportion of Grade 2 or better lessons exceeds the Welsh Assembly Government's target for 2007, and represents good improvement since the previous inspection.
56. Most children start school with a limited range of skills and experiences. In particular, their communication and social skills, and their early reading, writing and number skills are not well developed. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
57. In key stage 1 and 2, standards of achievement in the subjects identified for inspection are as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

58. Pupils with SEN achieve well relative to their prior attainment and ability because, through effective support, they successfully develop a 'can do' approach to learning which helps them succeed. Likewise, pupils for whom English is an additional language are well supported and achieve good standards.
59. Pupils successfully achieve learning targets and goals agreed with the LEA. In the 2004 National Curriculum assessments at the end of year 2, pupils exceeded these targets in English and mathematics. Pupils in year 6

exceeded these targets in English, mathematics and science in the National Curriculum tests. Improvements in the school's analysis and use of assessment information are successfully raising teachers' expectations of what pupils can achieve.

60. Children in the nursery and reception classes successfully develop their personal and social skills, and their use of early language and numeracy skills across the areas of learning. Children in the nursery talk about what they are doing, co-operate well with each other in using construction kits, and participate in stories. They understand the function of a bar code on packaging, and identify colours in both English and Welsh.
61. Children in reception make good gains in their use of language to describe what they see and do, for example, when moving *over, under, through, across and around* obstacles when acting out the story, '*We're going on a bear hunt*'. They know the purpose of print and many respond accurately to questions about a story. They also successfully develop their understanding and use of mathematical vocabulary describing size, height and length. A number demonstrate their good development of creative skills in role-play activities. When using computers, children use the mouse confidently.
62. The vast majority of pupils in key stage 1 and 2 have good listening skills and display an increasingly effective range of verbal strategies as they progress through the school. Pupils write appropriately for a range of purposes across the curriculum. Pupils read instructions and short texts accurately, but many do not sufficiently develop their skills in seeking out information from reference books. They apply their numeracy skills effectively in a number of appropriate contexts.
63. Pupils successfully use their developing ICT skills to support their learning in a number of subjects, for example, design and technology. Pupils' bilingual competence is less well developed; they make suitable use of incidental Welsh at registration times but most generally respond to questions in single words or short phrases. The school has identified this shortcoming and is implementing an action plan to address it.
64. Attainment at the end of key stage 1 in 2004 in English and mathematics was below the local and national averages, and similar to these averages in science. The proportions of pupils gaining the higher level 3 were below the national and local averages. Compared with similar schools<sup>2</sup>, standards are below the top 50 per cent of schools in English and in the top 50 per cent of schools in mathematics and science. The core subject indicator (CSI)<sup>3</sup> was 64 per cent which is below the national and local averages, and below the top 50 per cent of similar schools.
65. Attainment at the end of key stage 2 in 2004 in English was below the local and national averages, and above these averages in mathematics and

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<sup>2</sup> Compared with English medium schools with 49 per cent or more pupils eligible for free school meals.

<sup>3</sup> The core subject indicator is the percentage of pupils attaining at least level 2 in each of English, mathematics and science in combination, as determined by the teacher assessments.

science. The proportions of pupils gaining the higher level 5 were above local and national averages in science, similar in mathematics but below these in English. Compared to similar schools<sup>4</sup>, the performance of pupils was in the top 25 per cent of schools in English, mathematics and science. The 2004 CSI<sup>5</sup> was 66 per cent which is below the national and local averages but in the top 25 per cent of similar schools.

66. Trends over time indicate that results are improving. At key stage 1 and in mathematics and science at key stage 2, there is little difference in the results achieved by boys and girls. In English at key stage 2, girls outperformed boys. Pupils from different ethnic, social or linguistic backgrounds make similar progress to others. Over time, there is a good match between teacher assessments and test results in key stage 2; the exception is in science in 2004 where teachers significantly underestimated pupils' performance. This school attributes this to changes in the science tests.
67. Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning. Pupils with SEN make good progress towards the targets set for them in their IEPs. The specialist help they receive, particularly with reading and writing, improves their skills and boosts their confidence.
68. The school has correctly identified the need to develop pupils' independent learning skills to help them more successfully apply their skills, knowledge and understanding to new and unfamiliar situations. As part of this process, staff are successful in ensuring that most pupils understand clearly what they are doing during lessons. However, despite recent initiatives, pupils are not generally sure of their progress or what they need to do to improve, and they do not yet focus sufficiently on achieving the targets set for them. Whilst pupils concentrate well and can work independently, their organisational skills in sorting out their work and preparing their own resources and materials are underdeveloped.
69. Across the school, pupils have positive attitudes to their learning and play a full part in lessons. They are very keen to show their work to visitors in a friendly and considerate manner. Pupils settle quickly to tasks, sustain concentration well and persevere as work becomes more challenging. In classes, they show good motivation and get on with their work promptly making effective use of their time.
70. Pupils listen intently and follow instructions well, answering questions accurately when required. However, many pupils lack confidence in asking questions or expressing their own views when faced with situations that demand them to independently employ problem-solving or decision-making skills. Inspection evidence indicates that some pupils tend to rely too much on adults to support and guide them in such situations.

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<sup>4</sup> Compared with English medium schools with over 49 per cent of pupils eligible for free school meals.

<sup>5</sup> The core subject indicator is the percentage of pupils attaining at least level 4 in each of English, mathematics and science in combination, as determined by the tests and teacher assessments.

71. Pupils are considerate and courteous towards each other, to the staff and to visitors. They move around the school in an orderly manner and exercise a high degree of self-discipline. Good behaviour and positive attitudes are evident throughout and this contributes positively to the work of the school as a community.
72. Pupils make good progress in the development of their personal, social and moral education. All pupils strive to promote honesty, fairness, respect for truth and justice and a compassionate attitude to others. Pupils rightly have a pride in themselves and each other, in their work and the school community as a whole.
73. Pupils readily accept each other as equal members of the school community and value the contributions of all. Their awareness of the social and cultural make up of the wider local community, and the part played by each person in it, is good. Pupils have high regard for the diversity of beliefs, attitudes and cultural traditions within society. Pupils successfully see themselves as part of the school community, where everything they do is important and matters. This positive approach enables the school to accept and successfully integrate several pupils who have a history of repeated exclusions from other schools. There were five temporary, and one permanent, exclusions in the last reporting period.
74. Pupils effectively benefit from a wide range of enrichment experiences including meaningful assemblies, well-attended extra-curricular clubs, and input from a broad range of visitors. Visits to the local community and to places of interest linked to the workplace help to broaden their understanding of their community and the world of work. Staff take every opportunity to encourage pupils to become good citizens and to take responsibility for their own actions.
75. The level of attendance at key stage 1 and key stage 2 has improved significantly since the previous school inspection and currently averages around 92 per cent, which is below the County average (93.3 per cent). The level of unauthorised absence fluctuates between two per cent and five per cent. A number of parents take their children on holiday during term time, causing pupils to miss valuable learning time. There are no variations in attendance levels across the school at key stage 1 and key stage 2. The school takes appropriate account of the requirements of Welsh Assembly Government Circular 3/99. Apart from a very few anomalies, the registers are completed correctly. Punctuality is generally good at the start of the school day and lessons start on time. However, a small number of pupils regularly arrive late.

## The quality of education and training

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

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

76. The inspection team agrees with the school's self-evaluation.
77. Thirty-five lessons, in whole or in part, were observed during the inspection. Inspectors viewed teachers' planning and records. They also looked at pupils' work and discussed this with them.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	71%	20%	0%	0%

78. The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government's target for 2007. The quality of teaching shows good improvement since the last inspection.
79. Notable strengths in teaching are the good working relationships between staff and pupils and the high quality contribution of the learning support staff. Staff manage their pupils well. They make good use of humour and praise to maintain pupils' positive attitudes to learning. These warm and enabling relationships inspire confidence and well-being in pupils and help them to successfully move forward in their learning.
80. Overall, staff successfully challenge and motivate their pupils. They successfully use a wide range of teaching methods to actively involve pupils in the learning process and provide good support for those who are reluctant to participate. In the early years, adult-led activities successfully capture and sustain children's interest; staff interact well with children, skilfully engaging them through good questions and encouragement. However, some independent activities involving water, sand and play dough are not sufficiently challenging because staff do not consistently extend children's learning.
81. In key stage 1 and 2, staff have high expectations of their pupils and make effective use different strategies to keep pupils focused on their work. Sometimes teachers do not give pupils enough time to frame their own answers to questions or to use strategies to find information or learning resources for themselves. The pace of lessons is generally brisk and time is well used. In the best lessons, teachers and support staff work very well together, demonstrate very good subject knowledge and actively involve pupils in managing their learning from the very outset of the lesson.
82. Teachers have good subject knowledge and an effective understanding of the common requirements of the National Curriculum. They plan effectively, making good use of the school's schemes of work. Staff have a good understanding of how children learn and make effective use of a variety of learning resources to provide enjoyable and valuable learning activities.

Accurate, early identification of special needs ensures that pupils' individual learning needs are promptly addressed.

83. Teachers and support staff alike have a good level of familiarity with recent developments in teaching and learning, particularly the different strategies available to support and develop pupils with learning difficulties. Over time, staff have actively pursued a wide range of different approaches to teaching literacy in their efforts to raise standards. As a result, standards are rising at the end of key stage 1, with the gap in achievement between boys and girls successfully narrowing. In key stage 2, the success of these strategies is becoming apparent but there is further scope to develop the quality of pupils' reading and writing skills.
84. Teachers identify clear learning objectives for what pupils have to learn and they share these effectively at the start of each lesson. In the best practice, teachers remind pupils of these objectives at the midway point, and reserve appropriate time at the end of the lesson for their review. Teachers successfully use questioning to help pupils recall previous work and to consolidate their current learning. Classroom routines are well-established and learning resources readily available. Where necessary, staff make appropriate modifications to meet pupils' particular needs and abilities.
85. Staff have high expectations of pupils' behaviour and mostly deal very effectively with any lapses. They successfully promote full equality of opportunity and successfully challenge stereotypical views. In religious education, teachers successfully encourage pupils to discuss their own faiths and cultures and to value those of others.
86. Support staff work closely with class teachers in planning and delivering lessons, and in providing help and guidance for groups of pupils. Their involvement in lessons is well thought out and their work is effectively managed. Support staff show good initiative and sensitivity in their dealings with pupils. Together, teachers and support staff make good provision to meet pupils' individual needs. They ensure the full participation of all pupils, including those with SEN and the more able, and effectively monitor and review pupils' progress.
87. Staff successfully meet the needs of those pupils for whom English is an additional language. Good specialist support is available, providing guidance for staff and bilingual teaching, where appropriate, for pupils. Teachers make good use of pupils' knowledge of Arabic, for example, to support an awareness of bilingualism. Teachers are keen to promote pupils' use and understanding of Welsh as a second language. They make effective use of incidental Welsh during registration periods and, in some classes, in lessons. However, opportunities for pupils to develop their skills in Welsh and to apply them across the curriculum are inconsistent. The school has recognised, and is addressing, this shortcoming.
88. Assessment, recording and reporting procedures meet statutory requirements. New assessment arrangements are at an early stage of

development but have already led to improvements in the use of assessment in lesson planning. In the early years, baseline assessment is successfully undertaken and staff use the analysis successfully to inform provision. They make effective use of early learning procedures to identify areas for development.

89. In both key stages, portfolios of work are in place for the core subjects and, in the best practice, successfully support teachers' understanding of standards. Portfolios are in the process of being compiled in the foundation subjects in order to facilitate teachers' assessment of pupils' work against National Curriculum criteria. Pupils keep what they consider to be their best examples of work in their 'Proud to Present' folders which are shared with parents.
90. Teachers are starting to make better use of assessment information to identify more accurately pupils' needs and to inform provision. This is particularly relevant in the case of pupils with SEN, some of whom have complex needs.
91. Teachers are increasingly involving pupils in setting personal learning targets. Overall, these new arrangements are developing well. However, not all younger pupils fully understand the process while some older pupils do not always readily remember their targets. As yet, pupils are not sufficiently involved in planning their own progress and improvement.
92. The school has recently adopted a new, computerised system for producing pupils' annual reports. Parents say that they find these to be informative and that they recognise their children. Teacher's comments for the core subjects are more evaluative than those for the foundation subjects which tend to be over descriptive. Targets are set for pupils to improve but some of these are too general.

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

<b>Grade 1: Good with outstanding features</b>
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93. The inspection team agrees with the school's self-evaluation.
94. The school is very successful in meeting pupils' needs. It provides a broad and balanced curriculum for all pupils that meets legal and course requirements. The school most effectively reflects national priorities for lifelong learning and community regeneration.
95. The provision for pupils with SEN and for those for whom English is an additional language are outstanding features of the school's provision. The arrangements for the withdrawal of pupils for extra support according to their need are first class. These arrangements include high quality support for pupils from ethnic minorities which has impacted positively on National Curriculum assessment results at the end of both key stages. Similarly effective school initiatives focus support for pupils in literacy and numeracy.

96. There are effective policies and detailed schemes of work for all subjects. These have been agreed by the governing body and are regularly reviewed and updated. Regular monitoring by subject leaders includes checking for continuity and progression in learning. There is a well-developed rolling programme to ensure that pupils in mixed age classes do not repeat topics in successive years.
97. Planning for the development of pupils' basic and key skills is generally developing well across the curriculum, successfully reflecting the guidance in the recently revised policy and scheme of work. Common requirements of the National Curriculum are appropriately promoted through effective teaching with the exception of problem-solving and creative skills which are sometimes restricted by over-directed teaching. Overall, the curriculum for under-fives leads well into the National Curriculum programmes of study.
98. Pupils benefit significantly from an extensive range of stimulating extra-curricular activities which are available to all, regardless of age, ability, gender or disability. They gain valuable skills and knowledge for example in football, athletics, baseball, IT, literacy and art clubs as well as guitar lessons and the choir. Among those who join the staff to provide these activities are members of the community and the school caretaker. Pupils clearly appreciate the range of activities offered by the school, which are very well attended.
99. The school makes good provision for pupils' spiritual, moral, social and cultural development. Features of this, such as meaningful circle time, effective buddy systems, a consistent rewards and sanction system, and the influential school council underpin the fabric of school life. Pupils are actively encouraged to see themselves as part of the school community, where everything they do is important and matters. This has enabled the school to accept and successfully integrate several pupils who have a history of exclusion from other schools.
100. Pupils' moral development is well promoted and their understanding of right and wrong is effectively reinforced in morning assemblies. Acts of collective worship meet statutory requirements and suitable arrangements are in place for those pupils who are withdrawn by their parents. The school provides very good opportunities for pupils to develop their knowledge and understanding of the cultural diversity of modern day society. Overall, the school promotes pupils' spiritual development effectively but there are, at times, some missed opportunities for quiet reflection.
101. There are very good links with parents who are made to feel welcome at the school. The school has strengthened these by providing courses for parents on language, literacy, numeracy and play from which a number of parents have benefited. This experience has enabled them to better support their children and to provide good role models; pupils see adults as life long learners.
102. A small number of parents are involved in supporting teachers in the classrooms where they make a valuable contribution. The introduction of the

home/school links books in the early years has provided an important link of communication between parents and teachers to the benefit of the children.

103. The majority of parents are very supportive and enjoy good relationships with the school. In their responses to questionnaires, and in the pre-inspection meeting, parents expressed much satisfaction with the experiences provided, and the values promoted, by the school. They particularly value the efforts made by the staff in all aspects of the life of the school. These strong relationships with the staff which are based on mutual respect and trust.
104. An outstanding feature of the school is the strength of its links with the community. These are reflected in a wide range of initiatives. Male volunteers from the patent office visit weekly to listen to boys in key stage 2 read. There are also strong links with the local parish and its clergy, the Rotary Club, the University of Wales Institute of Cardiff, Careers Wales, and the Home School Community Officer. All praise the caring and supportive role of the school and the contribution it makes to address social disadvantage.
105. Pupils further benefit from visitors who come in to talk about their different faiths and from working with art students. In addition, the school has very strong links with its neighbouring and receiving schools, further education providers and teacher training institutions. Pupils benefit directly from these partnerships.
106. Some teachers have benefited from industrial placements to support their management and teaching skills. These placements are evidenced in good learning experiences for pupils, for example in design technology.
107. There is effective promotion of incidental Welsh in registration periods and appropriate provision for *Y Cwricwlwm Cymreig*. The school has identified some inconsistencies in the progression in pupils' development of skills in Welsh second language. This is identified in the school self-evaluation report as an area for improvement and is being addressed. Most pupils have an adequate knowledge of their Welsh cultural heritage.
108. The school addresses social disadvantage in a very positive manner which is an outstanding feature of the school. All pupils, regardless of personal circumstances, gender, ethnic background or ability are actively encouraged to participate in all the school's activities. The school successfully challenges stereotyping. Pupils successfully demonstrate respect for one another and for all adults who contribute to the life of the school.
109. Pupils have a good awareness of sustainable development and environmental issues. The school is part of the *Healthy Schools Network* and pupils are involved in recycling waste, ordering playground equipment and with a local food co-operative from which they order break-time fruit. The school has good regard for energy conservation and recycling paper.
110. The school successfully promotes healthy eating as part of a national programme and encourages pupils to adopt a healthy lifestyle. Good

citizenship is nurtured through visits from the local Member of Parliament and Welsh Assembly Member who have discussed national and international issues with pupils. The school council is very active and its officers demonstrate a high level of initiative when determining how to proceed with issues identified by pupils in the regular ballots of opinion.

111. The school makes good provision for pupils' personal and social education. Pupils enjoy many opportunities to co-operate and share ideas, and interact courteously and confidently with peers and adults. The school effectively raises pupils' awareness of the dangers of substance misuse and smoking, and provides an agreed programme of sex education.
112. Pupils' entrepreneurial skills are effectively developed through role-play in the early years and key stage 1, and through participation in enterprise activities. Year 6 pupils have been successfully involved in an initiative run by Careers Wales during an enterprise week. They established their own companies, invested money in them, sold products at the school and made a profit. They have also worked with XL Wales on an Invention and Discovery project. Year 4 pupils have been actively involved in a Health and Safety project with local builders.

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

<b>Grade 1: Good with outstanding features</b>
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113. The findings of the inspection team differ from the grade 2 judgement made by the school in its self-evaluation report. The inspection team judge that the school's provision for the care, support and guidance of learners has a number of outstanding features.
114. The overall quality of care, guidance and support for pupils is excellent. The head teacher places a high priority on pastoral care and has developed very effective procedures to monitor and support pupils' progress, development and welfare. Individual pupils feel valued, respected and well supported by all the adults who work in the school. It is these secure relationships that successfully underpin the school's work and give pupils the confidence to seek help when they need it.
115. The school liaises carefully and effectively with outside agencies and is quick to draw on external support when required. Parents and carers are fully involved in all discussions about the care of their children. Staff work in close partnership with parents and provide regular good quality information for them about ongoing activities, pupil achievements and the curriculum. Relationships are further cemented through useful practical workshops which enable parents to support the work their children do at home as well as develop their own skills. This has had a positive impact on achievement.
116. Parents are thoroughly involved in induction arrangements when new pupils enter the school, or when pupils move to new classes or transfer to the

secondary school. Pupils quickly settle into their new environments because procedures are very much tailored to meeting each individual child's and family's needs.

117. The school fully complies with the requirements of the Framework for Personal and Social Education (ACCAC<sup>6</sup>) and provides a range of learning experiences to equip pupils to be personally and socially more effective. Projects such as the 'Proud to Present' scheme successfully develop self-esteem and personal responsibility; initiatives such as *Healthy Schools* help pupils live healthy and fulfilled lives; and the activities of the school council contribute greatly to pupil awareness of citizenship.
118. There are effective systems in place for monitoring pupils' academic performance and personal development. New arrangements for assessing and recording pupils' progress are bedding in successfully.
119. The school effectively monitors pupils' attendance and punctuality. Pupils sign in the 'late book' on arrival. Registers are promptly completed at the start of the morning and afternoon sessions and any unexplained absences are followed up on the day. The head teacher follows up any persistent absences or those without reasonable explanation. The Home/School Liaison Officer helps, as appropriate, to tackle cases where pupils are persistently absent, late or misbehave. There are effective systems in place to monitor and record any incidents of bad behaviour or bullying. Staff take appropriate action promptly, including the use of fixed term exclusions. A very good reward system is in effective use throughout the school.
120. The school gives a very high priority to pupils' health, safety and security. It provides a safe and secure environment for pupils to learn and play. The school is making good progress towards achieving a Healthy School award.
121. Good procedures are in place to adequately meet the needs of pupils who are unwell or who have suffered an injury whilst in school. Most school staff are trained in basic First Aid, and two are fully trained. Staff and pupils have an appropriate awareness of health and safety. The school's policy is reviewed annually. The head teacher and designated governor undertake regular risk assessments. Staff provide very good playground supervision at appropriate times throughout the day.
122. The Special Educational Needs Co-ordinator (SENCo) is the designated senior member of staff for child protection. A good policy, in line with local procedures, is in place and all members of staff have received relevant training and update briefings. The staff are aware of the signs of possible child abuse and the specific procedures they must follow. Suitable complaint and appeals procedures are established.
123. The provision for pupils with additional learning needs is an outstanding feature of the school and managed extremely well by the SENCo and SEN

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<sup>6</sup> ACCAC is the qualifications, curriculum and assessment authority for Wales.

support teacher. Highly effective early identification, assessment and monitoring procedures contribute significantly to raising pupils' achievements.

124. All pupils with SEN are fully included in mainstream classes and receive differing levels of support according to their need. Learning takes place in a stimulating and purposeful atmosphere in which objectives are clear and understood by all, and pupils have access to appropriate materials and effective support. Pupils with more pronounced difficulties receive individual support in lessons; others receive in-class group support by specialist teachers or assistants.
125. Some pupils are withdrawn from lessons in groups for short-term intensive support in literacy and numeracy. Overall, the arrangements for delivering curriculum support, additional in-class teacher support and small group support within specialist classrooms are well-planned and organised so that all pupils have access to the full curriculum.
126. Arrangements for delivering support in the withdrawal rooms to groups of pupils with a high level of need are very effective. Lessons are well planned and organised; teaching is pitched at exactly the right level in relation to the pupils' ability. Assessment records, examination of work and review of ongoing IEPs reveal that pupils who need intensive support with reading and literacy are making very good progress. Learning takes place in a stimulating and purposeful atmosphere in which objectives are clear and understood by all. Pupils enjoy these sessions, understand the need for support, and comment positively on their own progress. They feel no stigma in attending withdrawal sessions.
127. The SENCo and classroom teachers work closely together to ensure that IEPs closely match the needs of pupils. Individual provision is appropriately differentiated throughout the school, although the school has identified a need to ensure that more able pupils are sufficiently stretched. Furthermore, the school has also recognised that it needs to extend opportunities for parents to contribute to the target-setting process and to encourage pupils to evaluate their own performance.
128. Pupils are well supported by a dedicated and effective school support staff, many of whom have undergone specialist training to work with pupils in their charge. They provide valuable input in terms of individual support, and delivery of a range of literacy and numeracy initiatives; others provide highly effective and enthusiastically attended extra-curricular sessions. The school recognises that its special needs support staff are a very valuable resource and is seeking to extend their role further.
129. There is effective support from a range of trained and committed external professionals such as the educational psychologist, specialist therapists and teachers. There is also very good support from the local authority for pupils whose first language is not English. Very good links exist with the Social and Health services. The SEN Governor plays a very active role in monitoring the school's provision.

130. Pupil behaviour is generally very good as a result of the application of a clear policy and effective strategies. There is a strong ethos of mutual respect and understanding, together with a comprehensive framework of guidance and support including the extensive use of circle time, an effective buddy system and a consistently applied reward and sanction system.
131. There are many opportunities provided for all pupils to develop self-esteem and self-worth; for instance, through the 'class moves' initiative or targeted intervention through the Pyramid Trust. When necessary, however, additional support through individual programmes is given to pupils whose behaviour impedes their own progress and that of others. The school is particularly effective in accepting pupils who have been excluded from other schools and successfully integrating them into Meadowlane Primary School.
132. The school ensures that all pupils, whatever their ability, background or need have equal access and opportunity to participate in school life. This is an outstanding feature of the school's work.
133. The school conforms to all statutory requirements in terms of documentation for equal opportunities, racial discrimination and disability discrimination. Serious consideration is also given in the purchase of all new resources to the question of stereotyping pupils by gender, race or disability. Informal monitoring and evaluation are carried out by the head teacher and senior management team to ensure that all pupils receive equal treatment across the curriculum, within the classroom and as part of general school organisation.
134. The school's arrangements to eliminate racism, oppressive behaviour, bullying and harassment are very good and work well because all teachers consistently ensure the positive application of the school's expectations. Pupils have a very good understanding of what constitutes racial discrimination and of the need for racial equality. The school adheres strictly to the guidance on race relations from the county and has reported any incidents to the LEA in accordance with statutory requirements.
135. The school buildings have excellent facilities for the disabled, including a lift. In consultation with the LEA, a disability access plan has been produced and its current recommendations have been acted on effectively. The school effectively recognises that provision requires constant review as different cohorts of pupils with differing needs pass through the school.
136. The school successfully recognises that British and Welsh society is made up of people from many different, racial, cultural, religious and linguistic backgrounds. It makes good provision for celebrating difference and fostering respect for people of all cultural backgrounds through its curriculum, the general celebration of diversity in its displays, in assemblies and through the range of visitors to the school. In particular, its work with the Ethnic Minorities Achievement (EMA) team has been very productive. The promotion of pupils' understanding and value of living in multi-ethnic Britain is well developed.

137. The school actively seeks to identify barriers to learning; for instance, through its involvement in the County Inclusion Project. It successfully meets a diversity of needs and achieves a high degree of educational inclusion across race, ability and gender.

## Leadership and management

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

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

138. The inspection team agrees with the school's self-evaluation.
139. The school is effectively led and managed. The head teacher is highly committed to the school and the community it serves. She forges strong working relationships with, and is well regarded by, all those involved in the life and work of the school. Parents feel confident to approach the head teacher and her colleagues to discuss any concerns they may have.
140. The head teacher works closely with her management team. Representing all phases within the school, and including senior managers, its composition successfully addresses one the shortcomings identified at the time of the last inspection. Overall, there is an effective division of responsibilities and communication within the management team. The deputy head teacher and phase leaders fulfil their roles effectively.
141. The SENCo plays a prominent role in the leadership and management of the school; the provision of support for the high number of pupils with SEN is well managed and procedures comply fully with statutory requirements. Through regular briefings and consultations, all staff are kept involved in the day-to-day and longer-term management of the school; this is particularly important in a school where many pupils appreciate established routines.
142. The governing body, head teacher and staff successfully promote a strong team spirit and have a well-shared sense of purpose. They have high expectations of their pupils and each other. Subject leaders are knowledgeable and have a good grasp of their areas of responsibility. A timetabled programme of lesson observations and work scrutiny contribute directly to the school's arrangements for self-evaluation and improvement planning. Although procedures for monitoring and evaluating the work of the school are developing well, the school acknowledges the need to reduce the often repetitive and descriptive detail in its documentation.
143. The school's aims and values are specific to the age of the pupils, and to the community it serves. They are successfully promoted in its daily life and work. The school is fully committed to inclusion, and to providing pupils with every opportunity to achieve their best in both their academic and personal development.
144. The governing body has agreed policies for promoting sex education, racial equality, and for addressing discrimination. Good quality subject policies and schemes of work focus effectively on pupils' needs. They are regularly monitored and reviewed by curriculum leaders, and the governors are kept well informed of outcomes and developments.

145. Overall, the school successfully takes account of local and national initiatives. It works closely with its partner providers in the local group of schools and within the LEA. Arrangements for workforce reform are being effectively implemented.
146. The school's targets and priorities for development are realistic. They focus effectively on raising standards and the quality of education, and are appropriately costed and funded.
147. There are effective performance management procedures in place and these are having a positive impact on raising standards. The school successfully balances the needs of the individual with those of the whole school, and has effective arrangement in place to monitor development and its impact on the school's provision. Arrangements for the support of newly qualified teachers are effective. All staff are well supported in their pursuit of higher and specific qualifications.
148. The governing body is supportive of the school and works successfully with the head teacher to develop and sustain its strategic management. Governors are successfully developing their role as the school's 'critical friend' through visits, reports and training. Many governors shadow a subject, meeting regularly with subject leaders and talking to pupils. This effective contact with staff and pupils helps to support the governors' knowledgeable overview of the school's strengths and shortcomings.
149. The governing body is familiar with its role and members conduct their meetings in a business-like manner. They seek 'best value' in their work and decisions are suitably informed. The school meets all statutory requirements.

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

<b>Grade 2:</b> Good features and no important shortcomings
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150. The inspection team agrees with the school's self-evaluation.
151. Senior managers and subject leaders are successfully developing a good understanding of pupils' performance and an effective knowledge of what they need to do to secure further improvement. The school has established a three-year monitoring cycle for each subject. In this, subject leaders focus specifically on classroom practice in one year, with scrutiny of teachers' planning and pupils' work in the intervening years. Informal discussions with staff and pupils provide additional opportunities to gather information. Subject links with governors successfully add value to this process.
152. Since the last inspection, the school has effectively strengthened its use of self-evaluation to help raise standards. Improved analyses of test and assessment results are helping staff and governors to identify trends over time, and identify areas for improvement. The improved results in English at

the end of key stage 2 are a good example of this strategy. Formally and informally, the school successfully canvasses the views of pupils, parents and others in the wider community, including its partner schools, but is at an early stage of involving these stakeholders in evaluating its provision and outcomes.

153. Staff and governors recognise the important role of the process in celebrating success and planning for further improvement. Their commitment to raising standards is strong. Subject leaders have recently completed their first evaluation reports based on the key questions in the new Estyn framework. The school's self-evaluation report, prepared for the inspection, builds on established practice and provides a good basis for school improvement. Although these reports successfully draw upon first-hand evidence, they are often too descriptive.
154. The current SDP is a carefully structured and effective working document. Priorities for improvement successfully draw upon the school's monitoring and evaluation of standards, teaching and learning, and are suitably supported through the allocation of resources. The school sets increasingly challenging, but achievable, targets which are costed, and include suitable timescales, responsibilities and monitoring arrangements.
155. The school's self-evaluation and improvement planning procedures are successfully bringing about measurable improvement in the school's provision. The school has made good progress since the last inspection both in raising standards and improving the quality of teaching and learning. The school has successfully addressed all the key issues in the previous report.

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

<b>Grade 2:</b> Good features and no important shortcomings
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156. The findings of the inspection team match the judgements made by the school in the self-evaluation report.
157. There is a good number of well-qualified and experienced teachers and support staff, and they are effectively deployed. Curriculum leadership and management are well established. All members of staff have job descriptions and these are reviewed annually. Skilled and trained support staff work closely with the teachers to plan and deliver national curriculum objectives. Very good support is provided for disabled pupils, ensuring fully accessibility to all school activities.
158. Effective administrative support ensures that routines are established and the school runs smoothly. The caretaker, cleaning and catering staff are valued members of the school team and make an important and valuable contribution to implementing the school's caring values.
159. Overall, the school has a good level of learning resources, which generally match the learning needs of all pupils. The school makes extensive use of

visits, visitors and specialist facilities to improve its provision. Dedicated rooms for IT and music contribute to improving the quality of provision and standards of achievement. However, the school has no key stage 2 library and only a very small library for pupils in key stage 1. Books are stored in classrooms in boxes or displayed outside each classroom. Despite recent spending, the quantity and quality of reading and reference books are not sufficient to fully meet pupils' needs, particularly in the development to their independent learning and research skills.

160. The internal accommodation is more than adequate for the number of pupils on roll. The school lets out three spare classrooms to outside agencies, and uses this income to help fund its support for pupils' learning. There are attractive displays around the inside of the school, which enhance and stimulate learning. The utilised areas of the school are fully accessible for all pupils including those with disabilities. The school buildings are very well maintained and cared for and are impressively free of litter and debris. The play area outside the nursery provides stimulating activities and colour. Externally, there are spacious, secure grassed and hard surface playing areas. Specialist equipment successfully enables disabled pupils to participate in school life and activities.
161. Spending decisions are well matched to the school's priorities contained in the SDP and the three-year buildings plan. The head teacher and the governing body carefully monitor the impact of their financial decisions at half-termly meetings. The LEA provides significant financial guidance and support. Through careful budget management, the school has ensured a good pupil/teacher ratio. To maintain class sizes to acceptable levels, several classes have pupils from two year groups. This is managed effectively. Subject co-ordinators successfully manage and review resources for their specific subject areas. In general, very effective use is made of resources and the school makes good use of staff expertise and capabilities.
162. Professional development activities for teaching and support staff are directly linked to school priorities and the budget. The performance management system is fully implemented and each individual's training and development needs are reviewed annually. Staff are well supported in achieving their performance management objectives and personal aspirations.
163. Resource decisions are strongly linked to the school's objectives and priorities, contained in the SDP. The use of resources is kept under regular and detailed review.
164. Overall, the school provides good value for money.

## Standards achieved in subjects and areas of learning

### Subject 1: ENGLISH

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

**Key Stage 2** – Grade 3: Good features outweigh shortcomings

#### Good features

##### Key Stage 1

165. Pupils listen well in whole-class situations and respond readily in a variety of contexts by describing, explaining or asking appropriate questions. Most share their ideas and opinions enthusiastically, and bring personal experience to bear upon the focus of the lesson. The small proportion who lack confidence respond well to encouragement to contribute orally. More able pupils successfully take part in role-play, and offer information and opinions with ease.
166. As a result of effective intervention strategies and good support, standards in reading are improving. Pupils display good understanding of the characters, settings and structures of stories. Some can identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Year 1 pupils successfully recognise full stops, capital letters and speech bubbles. They effectively sequence events and retell a story in their own words accurately.
167. By the end of the key stage, most pupils have positive attitudes to reading and successfully use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter and sound correspondences effectively when they meet an unfamiliar word.
168. Targeted intervention in year 2 has been particularly effective in raising standards in writing. Pupils progress well in learning correct letter formation and writing simple sentences. By the end of the key stage, many pupils' writing is organised, clear and contains some good ideas, with sentences demarcated by capital letters and full stops. Pupils are effectively developing a good vocabulary of increasingly complex words to use in their writing. More able pupils use a range of punctuation marks in their written work and use a variety of sentence structures to enhance the impact of it. The handwriting of most pupils is legible and well formed.

##### Key Stage 2

169. Pupils listen well to teachers' presentations and to contributions from peers. They speak confidently in formal and informal situations, contribute effectively to whole class discussions and are keen to share their experiences with others. The more able show some expertise in ordering their thoughts so that when they speak their ideas assume a logical sequence. Many have a good

grasp of phrases and idioms, which enrich their communication skills. They express their opinions maturely and give lively and confident oral presentations.

170. Most pupils are beginning to read fluently and accurately, showing a good understanding of the themes, ideas, events and characters in books. They talk about books and authors in an informed manner, with many expressing a personal preference for a particular genre of writing. More able pupils show complete absorption in the plot of their fiction books. They identify episodes that have been particularly memorable and successfully justify their preferences for the works of certain authors. Pupils know the difference between fiction and non-fiction. They make effective use of dictionaries.
171. Overall, standards of writing are improving. Pupils show clear progress in sentence construction and produce interesting sentences that are mostly grammatically sound and display some variety. Full stops, capital letters, exclamation marks and question marks are mostly accurate, with commas used in lists. Pupils understand the need to write in different forms for different purposes, with some good examples of persuasive writing and use of vocabulary evident.
172. Older pupils are beginning to develop their skills in organising their writing by sequencing and developing ideas through paragraphs, and in improving their work through redrafting. Short burst creative writing initiatives are also beginning to help pupils to inject more imagination and flair into their work. Handwriting is generally neat, regular and legible with some flow and movement.
173. Pupils with English as an additional language make good progress with the expert help from a specialist teacher.

### **Shortcomings**

174. Pupils in both key stages do not know how to find out information quickly and accurately when using reference books. Those in key stage 2 have little understanding of library classification systems.
175. Pupils' extended writing in key stage 2 often lacks imagination or structure.
176. Presentational skills are not of a consistently high quality across the school.

<b>Subject 2: SCIENCE</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

**Good features**

**Key Stage 1**

177. Pupils have a good recall of scientific facts and vocabulary. They are keen to experiment and increase their knowledge and understanding. As they move through the key stage, pupils effectively record their findings and results with increasing detail using charts, diagrams and text.
178. Many pupils make thoughtful predictions about what they may or may not find when, for example, hunting for mini-beasts in the school grounds. Pupils make good progress in sorting and classifying materials, identifying living and non-living things and in developing their understanding of sound and light.
179. Pupils know that plants and animals require air, water and light for growth. They successfully name and label the different parts of animals and plants, making effective use of a key to guide them.
180. Pupils are familiar with the uses of electricity in the home, and with its dangers. In their practical work, the successfully make circuits and recognise such terms as *conductor*, *battery* and *bulb*. They effectively record their findings about shadows in relation to the position of the sun. Pupils have a secure understanding of forces.

**Key Stage 2**

181. Pupils make good progress in the development of their scientific knowledge and understanding. They successfully develop their use of scientific terms and their understanding of a fair test.
182. Younger pupils correctly recognise and name a range of familiar fruit and vegetables. They successfully group these according to different criteria, effectively using a branching program to reinforce their learning. They ask relevant questions, such as why a tomato is classified as fruit when it is eaten as a vegetable. Pupils record their findings effectively using pictures and labels.
183. Older pupils know that some changes can be reversed and others cannot. They appreciate that some substances dissolve but that others do not, and accurately record the results of freezing liquids. Pupils successfully identify and label parts of flowers and plants, and correctly explain the function of root systems. In work on circuits, they are confident in making suggestions and justifying their choices about the introduction of a switch, or the effect of changing a lighting circuit from series to parallel.

184. By the end of key stage 2, pupils make good use of an investigation frame to plan, carry out and record their investigations. They successfully present their observations and measurements in tables. More able pupils reach well-reasoned conclusions based on perceptive observations. They successfully identify patterns and pose pertinent questions.

### **Shortcomings**

185. Key stage 1 pupils lack confidence in organising their work independently.
186. Pupils in key stage 2 make insufficient use of ICT to sort and display data.

## **Subject 3: DESIGN AND TECHNOLOGY**

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

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

### **Good features**

#### **Key Stage 1**

187. Pupils have good knowledge and skills and a secure understanding of design and technology, and display a clear enthusiasm for the subject.
188. Pupils generate original ideas following careful investigation of a range of materials, which they translate into detailed designs. They work well together on making their products, which they evaluate intelligently. Pupils have made a wide variety of moving toys, which they have modified effectively in the light of their insightful evaluations. Pupils apply their knowledge of simple mechanisms well when making products with moving parts, for example, cars and swings.
189. Pupils apply good creative and problem-solving skills to their work in design technology and demonstrate a high level of initiative and independence when making their designs.
190. Pupils use a wide range of subject specific vocabulary during the course of their work. This enhances the effectiveness of their communication. They demonstrate pride in their achievements together with an appreciation of the efforts of their peers.

#### **Key Stage 2**

191. Pupils conduct detailed investigations, for example, into different types of bread and bread making, sampling a range of ingredients before designing and making their own range of breads.

192. Pupils demonstrate a good understanding of the purposes of a camshaft and the importance of accuracy in order to make their designs robust and effective. They have successfully worked in conjunction with XL Wales involving investigating building structures, and designing, constructing, making, testing and evaluating models.
193. Older pupils demonstrate good making skills when using glue, card and wire to assemble model dogs. They have successfully investigated, designed, made and evaluated rockets, Roman chariots and photograph frames.
194. Younger pupils produce good designs and clear instructions for making mask, which they translate into effective models. They understand how to create a circuit using the appropriate programme on the computer and how to transfer this to their masks in order to illuminate them.
195. The level of pupils' discussion on task is enhanced by their enthusiasm for the subject, their level of competence and their comprehensive range of subject specific vocabulary, which they use with accuracy and confidence.
196. Pupils demonstrate good levels of knowledge, skills and understanding for the subject. They are eager to demonstrate their models, talk about them and identify ways in which to modify them in the light of their own evaluations and the observations of their peers.

### **Shortcomings**

197. In key stage 1, pupils do not always make sufficient use of their ICT skills to support the design and making of their products.

<b>Subject 4: INFORMATION TECHNOLOGY</b>
--

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

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

### **Good features**

198. Pupils in both key stages have a good awareness of the application of IT in everyday life. Many pupils are confident in their independent use of IT equipment, including the interactive whiteboards and their class digital camera. By the end of year 6, pupils demonstrate a growing awareness of the application of IT in industry and commerce.

### **Key Stage 1**

199. Pupils effectively use text and symbols to communicate their findings and record information. They copy sentences using the keyboard, using the space bar and the return key effectively. They present their ideas in different colours, enter and store information, retrieve and print their work.

200. Pupils successfully select and use simply marking tools, choosing different brush sizes and colours to produce and develop their own pictures. Pupils make effective use of pictograms to sort and display information.
201. In key stage 2, pupils effectively process and present information in a variety of different forms. They show a good understanding of the purpose of their work and apply their skills competently to different situations.
202. Pupils successfully develop multimedia presentations to present information to an audience. A year 5 presentation on the life on the singer Tom Jones made good use of hyper-links and lyrics downloaded through the Internet.
203. Pupils develop effective word-processing skills. They use the computer keyboard accurately, and are familiar with different fonts and layouts. Pupils successfully incorporate graphics into text work. They understand well the different purposes of text and successfully produce reports and posters. Some successfully work together with staff to write, edit and produce a school news-sheet, which includes pictures and graphics. They make effective use of data handling programs to collect, process and present information using spreadsheets, charts and graphs.

### **Shortcomings**

204. There are no important shortcomings.

<b>Subject 5: GEOGRAPHY</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good features**

#### **Key Stage 1**

205. Pupils understand the term ‘geographical features’ and can identify several in relation to Cardiff, as the capital city of Wales. They use geographical terminology to identify features they like and dislike about a safari park. They demonstrate good development in their ability to use aerial views and plans of familiar local areas.

#### **Key Stage 2**

206. Younger pupils use a range of secondary sources such as videos and photographs to identify and compare a child’s routine in Chembakoli with that of their own. They work independently at a level appropriate to their ability and write accurately using geographical vocabulary about features of life there. They present their information clearly and with empathy to the rest of the class.

207. Older pupils display extensive knowledge of the human and physical features of an area they have studied in North Yorkshire and showed good understanding of co-ordinates and directional points on the compass related to this. They use good literacy skills in assessing how pamphlets are designed to attract and persuade readers, and successfully apply these features to the production of pamphlets about the area they have researched through the Internet.
208. Scrutiny of year 6 work and discussion with pupils provides good evidence that pupils are developing a range of geographical skills, a secure knowledge of the location, features and character of places, the relationship of people to the environment and their role in caring for it.

### **Shortcomings**

209. There are no important shortcomings

<b>Subject 6: RELIGIOUS EDUCATION</b>
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**Key Stage 1** – Grade 2: Good features and no important shortcomings

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

### **Good features**

#### **Key Stage 1**

210. Pupils have a good knowledge and understanding of the basic beliefs and customs of Christianity and other major faiths. They display enthusiastic interest in the customs of different religions and a respect for pupils of all faiths within the school.
211. Pupils know and enthusiastically retell Christian bible stories, namely those of Abraham and Isaac, Joseph and Jesus, in detail. Pupils understand the importance of forgiving someone who is sorry for what they have done. They are able to empathise with Joseph and can relate his brothers' jealousy to feelings they have experienced. Pupils understand well the importance of belonging to a family. They successfully appreciate that agreeing rules and adhering to them is important both in a class and a school family.
212. Pupils have a growing knowledge of the dress, traditions and forms of worship together with the religious artefacts used in the Islamic and Jewish faiths. They have a good awareness of the ways in which religious beliefs and practices shape the lives of people of different faiths.

#### **Key Stage 2**

213. Pupils have a good knowledge of the use of symbolism in both the Anglican and Catholic faiths. Priests have visited the school to show pupils their vestments and to talk about the ritual of Holy Communion and the beliefs

which underpin its celebration. Pupils correctly name major church features such as lectern, altar, font, pulpit and nave.

214. Pupils have a very good knowledge of Islam. They understand that Muslims pray five times each day. They know that the Qur'an is the special book, and have a secure knowledge of the Kabba, the ceremonies and customs related to it, and that it is a very significant place for Muslims.
215. Pupils correctly name the five pillars of Islam and speak confidently about the prophet Muhammad, his role as a messenger and his philosophy. They understand well the main differences between the Christian, Jewish and Muslim faiths in terms of places of worship, dress and customs. They discuss, ask questions and form opinions about the way in which Muslim women dress, which they express confidently and appropriately.
216. Muslim pupils talk about their faith and their peers discuss with them the implications for females and whether or not these are fair. Pupils demonstrate a clear respect for the beliefs and practices of their classmates.

### **Shortcomings**

217. In key stage 2, some pupils' knowledge of Christianity and the main events in the Christian calendar is underdeveloped.

## **School's response to the inspection**

The staff and governors at Meadowlane School are pleased that the inspection team recognises it as a quality inclusive school providing pupils with a good start in life. The team also recognise the commitment of all staff at the school and their dedication in providing the best educational opportunities possible for all pupils.

The team recognises the progress that the school has made since the last inspection in successfully raising standards achieved by the pupils and improving the quality of education. They further note that we have effectively addressed all of the key issues arising from that report. We are particularly pleased that the inspectors acknowledge the outstanding work taking place at the school particularly in relation to the care for all the pupils and our links with the community which we serve.

We recognise the need to construct a school library to enable pupils to further improve their reading standards and to strengthen their independent learning skills. This will be one of our major priorities over the coming years. Action plans will also be put in place to address all of the other key issues and shortcomings highlighted in the report. The staff and governors will implement these plans and monitor the progress made during the next academic years. A copy of the school's action plan will be sent to all parents

## Appendix A

### Basic information about the school

Name of School	Meadowlane Primary School
School type	Community
Age-range of pupils	3 to 11 years
Address of School	Heol Maes Eirwg St Mellons Cardiff
Post-code	CF3 0JZ
Telephone number	02920 360340
Head teacher	Mrs E Counsell
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Cllr Mrs M Walsh
Registered inspector	Dr Michael Best
Dates of inspection	16 – 18 May 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	23.5	41	31	32	32	38	28	30	255.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	4	14

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	18 : 1
Pupil : adult (fte) ratio in nursery classes	18 : 1
Pupil : adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte) : class ratio	1.3 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Spring 2005	75	89	92
Autumn 2004	78	87	92
Summer 2004	72	87	89

Percentage of pupils entitled to free school meals	53
Number of pupils excluded during 12 months prior to inspection	6

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2					41	
Percentage of pupils at each level									
			D	W	1	2	3	4	
English:	Teacher Assessment	School	0	0	31	59	10	0	
		National	0	3	12	64	21	0	
En: reading	Teacher Assessment	School	0	5	46	29	20	0	
		National	0	3	13	56	27	0	
En: writing	Teacher Assessment	School	0	2	32	64	2	0	
		National	0	4	14	69	13	0	
En: speaking and listening	Teacher Assessment	School	0	5	85	10	10	0	
		National	0	2	11	64	23	0	
Mathematics	Teacher Assessment	School	0	0	22	58	20	0	
		National	0	2	10	60	28	0	
Science	Teacher Assessment	School	0	0	12	68	20	0	
		National	0	2	9	61	28	0	

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	63	In Wales	80

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

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

National Curriculum Assessment KS2 Results 2004							Number of pupils in Y6					39
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0	0	0	15	23	59	3	0
		National	1	0	0	0	1	5	16	46	30	0
	Test/Task	School	0	0	0	0	0	15	19	51	15	0
		National	1	1	1	0	0	4	13	42	37	0
Mathematics	Teacher Assessment	School	0	0	0	0	0	0	15	74	11	0
		National	0	0	0	0	1	3	17	46	31	0
	Test/Task	School	0	0	0	0	0	0	10	57	33	0
		National	1	1	1	0	0	3	15	43	46	0
Science	Teacher Assessment	School	0	0	0	0	0	0	8	79	13	0
		National	0	0	0	0	0	1	11	50	37	0
	Test/Task	School	0	0	0	0	0	0	0	38	62	0
		National	1	1	0	0	0	1	8	51	39	0

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language)			
By Teacher Assessment		By Test	
In the school	62	In the school	66
In Wales	72	In Wales	72

- 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**

Four inspectors spent a total of eleven inspection days in the school. Thirty-five lessons were observed in whole or in part.

- Pre-inspection discussions about the life and work of the school were held with the head teacher and staff, the governing body and parents.
- Responses to the questionnaire for parents distributed before the inspection were analysed.
- During the inspection, discussions were held with the head teacher, staff and pupils in the school.
- Pupils were observed throughout the school day, including breaktimes, lunchtimes and when entering and leaving school.
- Policy documents, schemes of work and other documentation were read, analysed and discussed with the head teacher and staff.
- A range of pupils' past and present work was examined.
- Post inspection meetings were held with the governors, head teacher and staff.

## Appendix E

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Michael Best Registered inspector	Context, summary and recommendations. Science and information technology. Key questions 1, 2, 5 and 6. Contributions to key question 7.
Kerry Jones Lay inspector	Key question 7. Contributions to key questions 1 and 4.
Jim Hewitt Team inspector	English and geography. Key question 4. Contributions to key question 1.
Branwen Jones Team inspector	Design technology and religious education. Key question 3. Contributions to key questions 1 and 2.

The contractor was:

Evenlode Education Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

### Acknowledgement

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

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

**Meadowlane Primary School  
Heol Maes Eirwg  
St Mellons  
Cardiff  
CF3 0JZ**

**Summary for Parents**

**School Number: 681/2179**

**Date of Inspection: 16<sup>th</sup> – 18<sup>th</sup> May 2005**

**by**

**Michael Best  
W207/10413**

**Date: 13 July 2005**

**Under Estyn contract number: T239/04/P**

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### Basic information about the school

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	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	4	14

### A SUMMARY REPORT FOR PARENTS

Meadowlane Primary 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 Meadowlane Primary School took place between 16<sup>th</sup> and 18<sup>th</sup> May 2005. An independent team of inspectors, led by Michael Best undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection. The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

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

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

## Summary

Meadowlane Primary is a good and inclusive school that successfully provides its pupils with a good start to their lifelong learning. The committed and hard-working staff care very well for their pupils. The quality of the school's links with the community is an outstanding feature of its work.

Through the good leadership and management of the head teacher, governors and staff, the school has improved its provision since the last inspection in May 1999. The school provides good value for money.

The inspection team agrees with the school's evaluation for all key questions other than key question 4, where it judges the provision to be good with outstanding features.

### Table of grades awarded

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

### Standards

#### Subjects and Areas of Learning in the Early Years

Children in the early years and pupils in key stages 1 and 2 achieve good standards in their acquisition of knowledge, understanding and skills. Pupils with special educational needs (SEN) achieve good standards relative to their age and ability.

Pupils' standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	81%	19%	0%	0%

The proportion of Grade 2 or better lessons exceeds the Welsh Assembly Government's target for 2007, and represents good improvement since the previous inspection.

Most children start school with a limited range of skills and experiences. In particular, their communication and social skills, and their early reading, writing and number skills are not well developed. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

In key stage 1 and 2, standards of achievement in the subjects identified for inspection are as follows:

<b>Subject</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 3
Science	Grade 2	Grade 2
Design technology	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Religious education	Grade 2	Grade 2

Pupils with SEN achieve well relative to their prior attainment and ability because, through effective support, they successfully develop a 'can do' approach to learning which helps them succeed. Likewise, pupils for whom English is an additional language are well supported and achieve good standards.

Pupils successfully achieve learning targets and goals agreed with the local education authority (LEA). Improvements in the school's analysis and use of assessment information are successfully raising teachers' expectations of what pupils can achieve.

Children in the nursery and reception classes successfully develop their personal and social skills, and their use of early language and numeracy skills across the areas of learning. Children make good gains in their use of language to describe what they see and do. They know the purpose of print and many respond accurately to questions about a story. They also successfully develop their understanding and use of mathematical vocabulary. When using computers, children use the mouse confidently.

The vast majority of pupils in key stage 1 and 2 have good listening skills and display an increasingly effective range of verbal strategies as they progress through the school. Pupils write appropriately for a range of purposes across the curriculum. Pupils read instructions and short texts accurately, but many do not sufficiently develop their skills in seeking out information from reference books. In key stage 2, pupils' library skills are underdeveloped.

Pupils apply their numeracy skills effectively in a number of appropriate contexts. They successfully use their developing Information and communications technology (ICT) skills to support their learning in a number of subjects, for example, design and technology. Pupils' bilingual competence is less well developed; they make suitable use of incidental Welsh at registration times but most generally respond to questions in single words or short phrases. The school has identified this shortcoming and is implementing an action plan to address it.

Attainment at the end of key stage 1 in 2004 in English and mathematics was below the local and national averages, and similar to these averages in science. Compared with similar schools<sup>1</sup>, standards are below the top 50 per cent of schools in English and in the top 50 per cent of schools in mathematics and science.

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<sup>1</sup> Compared with English medium schools with 49 per cent or more free school meals.

Attainment at the end of key stage 2 in 2004 in English was below the local and national averages, and above these averages in mathematics and science. Compared to similar schools<sup>1</sup>, the performance of pupils was in the top 25 per cent of schools in English, mathematics and science.

Trends over time indicate that results are improving. Pupils from different ethnic, social or linguistic backgrounds make similar progress to others.

Overall, pupils make good progress as they move through the school and are effectively prepared for the next stage of their learning. Pupils with SEN make good progress towards the targets set for them in their individual education plans (IEPs).

The school has correctly identified the need to develop pupils' independent learning skills to help them more successfully apply their skills, knowledge and understanding to new and unfamiliar situations. Despite recent initiatives, pupils are not generally sure of their progress or what they need to do to improve, and they do not yet focus sufficiently on achieving the targets set for them. Whilst pupils concentrate well and can work independently, their organisational skills in sorting out their work and preparing their own resources and materials are underdeveloped.

Across the school, pupils have positive attitudes to their learning and play a full part in lessons. They show good motivation and get on with their work promptly, making effective use of their time. However, many pupils lack confidence in asking questions or expressing their own views when faced with situations that demand them to independently employ problem-solving or decision-making skills.

Good behaviour and positive attitudes are evident throughout the school. Pupils make good progress in the development of their personal, social and moral education. Pupils readily accept each other as equal members of the school community and value the contributions of all. They have high regard for the diversity of beliefs, attitudes and cultural traditions within society.

Pupils effectively benefit from a wide range of enrichment experiences. Visits to the local community and to places of interest linked to the workplace help to broaden their understanding of their community and the world of work.

Although attendance is just below the national and local averages, it has improved significantly since the previous school inspection. Punctuality is generally good at the start of the school day and lessons start on time. There were five temporary, and one permanent, exclusions in the last reporting period.

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

The following table shows the distribution of grades in the 35 lessons observed during the inspection:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
9%	71%	20%	0%	0%

The proportion of grade 1 and 2 lessons exceeds the Wales Assembly Government's target for 2007. The quality of teaching shows good improvement since the last inspection.

Notable strengths in teaching are the good working relationships between staff and pupils and the high quality contribution of the learning support staff. Staff manage their pupils well. They make good use of humour and praise to maintain pupils' positive attitudes to learning. These warm and enabling relationships inspire confidence and well-being in pupils and help them to successfully move forward in their learning.

Overall, staff successfully challenge and motivate their pupils. They successfully use a wide range of teaching methods to actively involve pupils in the learning process. However, there are some occasions where activities are not sufficiently challenging for pupils to effectively develop their independent working habits.

Teachers identify clear learning objectives for what pupils have to learn and communicate these effectively. Support staff work closely with class teachers in providing high quality help and guidance for groups of pupils. Accurate, early identification of special needs ensures that pupils' individual learning needs are promptly addressed.

Staff successfully meet the needs of those pupils for whom English is an additional language. Teachers are keen to promote pupils' use and understanding of Welsh as a second language but opportunities for pupils to develop and apply their skills across the curriculum are inconsistent. The school has recognised, and is addressing, this shortcoming.

Assessment, recording and reporting procedures meet statutory requirements. New assessment arrangements are at an early stage of development but have already led to improvements. However, pupils are not yet sufficiently involved in planning their own progress and improvement.

The school is very successful in meeting pupils' needs. It provides a broad and balanced curriculum for all pupils that meets legal and course requirements. The school effectively reflects national priorities for lifelong learning and community regeneration. The provision for pupils with SEN and for those for whom English is an additional language are outstanding features of the school's provision.

There are effective policies and schemes of work for all subjects. Planning for the development of pupils' basic and key skills is generally developing well across the curriculum. Pupils benefit significantly from an extensive range of stimulating extra curricular activities. The school makes good provision for pupils' spiritual, moral, social and cultural development.

There are very good links with parents who enjoy strong relationships with the staff, based on mutual respect and trust. An outstanding feature of the school is the strength of its links with the community which are reflected in a wide range of initiatives. Pupils benefit directly from these partnerships.

The school addresses social disadvantage in a very positive manner which is an outstanding feature of the school. All pupils, regardless of personal circumstances, gender, ethnic background or ability are actively encouraged to participate in all the school's activities. This is another outstanding feature of the school's work.

The overall quality of care, guidance and support for pupils is excellent. Individual pupils feel valued, respected and well supported by all the adults who work in the school. The school gives a very high priority to pupils' health, safety and security. It provides a safe and secure environment for pupils to learn and play. There are effective systems in place for monitoring pupils' academic performance and personal development, and their behaviour, attendance and punctuality.

The provision for pupils with additional learning needs is an outstanding feature of the school. Highly effective early identification, assessment and monitoring procedures contribute significantly to raising pupils' achievements.

The school's arrangements to eliminate racism, oppressive behaviour, bullying and harassment are very good and work well. It successfully meets a diversity of needs and achieves a high degree of educational inclusion across race, ability and gender.

## **Leadership and management**

The school is effectively led and managed. The head teacher is highly committed to the school and the community it serves. All staff are well involved in the day-to-day and longer-term management of the school.

The governing body, head teacher and staff successfully promote a strong team spirit and have a well-shared sense of purpose. The school's aims and values are successfully promoted in its daily life and work. The school is fully committed to inclusion, and to providing pupils with every opportunity to achieve their best.

The school's targets and priorities for development are realistic. Although procedures for monitoring and evaluating the work of the school are developing well, the school acknowledges the need to reduce the often repetitive and descriptive detail in its documentation.

The governing body is supportive of the school and works successfully with the head teacher to develop and sustain its strategic management. Effective contact with staff and pupils helps to support the governors' knowledgeable overview of the school's strengths and shortcomings. The school meets all statutory requirements.

The school is effectively developing its use of self-evaluation to secure further improvement in standards. Priorities for school improvement successfully draw upon the monitoring and evaluation of standards, teaching and learning. Spending decisions are well matched to the school's priorities contained in the school development plan (SDP) and the three-year buildings plan.

Overall, the school makes good and effective use of its resources. However, it has no key stage 2 library and only a very small library for pupils in key stage 1. Despite recent spending, the quantity and quality of reading and reference books are not sufficient to fully meet pupils' needs, particularly in the development to their independent learning and research skills.

The school buildings are very well maintained and cared for and are impressively free of litter and debris.

## **Recommendations**

In order to improve standards further, it is recommended that the school should:

- R1\* Further improve standards of achievement in reading and writing in key stage 2.
- R2\* Develop pupils' understanding of, and involvement in, what they have to do to improve.
- R3\* Strengthen pupils' independent learning skills.
- R4 Improve the library provision and pupils' library skills.
- R5 Act on the other shortcomings identified in the report.

*\* These are already identified in the school's current development plan.*

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.

## **Acknowledgement**

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