

Report by Luned Eleri Betts  
Millbank Primary School, 06/11/06

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

**Millbank Primary School  
Clarke Street,  
Cardiff  
CF5 5AL**

**School Number: 6812001**

**Date of Inspection: 06/11/06**

**by**

**Luned Eleri Betts  
17717**

**Date of Publication: 11<sup>th</sup> January 2007**

**Under Estyn contract number: 1105706**

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- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
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Millbank Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Millbank Primary School took place between 06/11/06 and 08/11/06. An independent team of inspectors, led by Luned Eleri Betts undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

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

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key Question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	15
Key Question 5: How effective are leadership and strategic management?	17
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	19
Key Question 7: How efficient are leaders and managers in using resources?	20
<b>Standards achieved in subjects and areas of learning</b>	22
Under 5s	22
English	25
Mathematics	26
Design technology	27
Music	29
Religious education	30
<b>School's response to the inspection</b>	32
<b>Appendices</b>	33
1 Basic information about the school	33
2 School data and indicators	33
3 National Curriculum assessments results	34
4 Evidence base of the inspection	35
5 Composition and responsibilities of the inspection team	36

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## Context

### The nature of the provider

1. Millbank Primary School is a local authority maintained school situated in the Ely district of Cardiff. Currently there are 141 pupils on role ranging in age from four to 11, a figure representing a significant fall in numbers since the school was last inspected. The school's catchment area is small; around 50% of pupils who attend at present, are from outside the specified catchment area.
2. The school has no nursery class but most pupils have attended some form of pre- school education. It is situated in a Communities First area of significant deprivation; the school states that a number of pupils would be described as socially deprived. Assessment of children on entry indicates that they have an ability range from average to below average with an increasing number exhibiting speech and language delay, poor fine motor and social skills.
3. Some 25 % of pupils are registered as being entitled to receiving free school meals. 99% come from homes where English is the predominant language of the home. 1% comes from an ethnic minority background and none is from a Welsh speaking background or looked after by the local authority. Three pupils have been temporarily excluded during the last twelve months. 43 pupils are identified as having Special Educational Needs (SEN)- none is statemented.
4. The school was last inspected in September 2000. It gained the Basic Skills Quality Mark for the first time in 2003.
5. The school's motto is 'Only our best is good enough'.

### The school's priorities and targets are to:

- provide a high quality education and continually improve on our standards;
- ensure that pupils will be happy, well-mannered, highly motivated and independent learners by the time they leave the school;
- enable pupils to contribute fully and purposefully to life in school and the wider community;
- continue to be a respected community school with well established links in the area.

### Priorities for this year are to:

- raise standards across the curriculum including improving the performance of pupils underachieving in English;
- implementing a new initiative in mathematics in order to raise standards across the school;

- raise standards in recording and analysing information;
- facilitate a smooth transition for pupils from Year 6 to Year 7.

## Summary

6. Millbank Primary School is a caring community which values and respects its pupils. The head's leadership is outstanding; staff are dedicated to the school and work very effectively as a team. They provide pupils with an exciting range of curriculum experiences and extra-curricular activities; they in turn, develop into happy, confident individuals who are well prepared for the later stages of learning and life in the community.
7. The findings of the inspection team match the judgements made by school in its self-evaluation report in five key questions; in two key questions the inspection team awarded the school a higher grade as they felt they had underestimated their effectiveness.

### Table of grades awarded

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

8. Standards in the 44 lessons observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	72%	17%	-	-

9. Standards in areas of learning and subjects inspected were as follows:

**Areas of learning for under-fives**

Language, literacy and communication skills	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 1

<b>Inspection Area</b>		
Under fives	Grade 2	
<b>Subject Area</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

10. Standards of achievement in lessons observed are higher than Wales Assembly Government (WAG) targets for 2007 which are that standards of achievement be at least a Grade 3 in 98% and at least a grade 2 in 65% of lessons. Regardless of their social, ethnic or linguistic background, pupils achieve good standards.
11. The educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessment shows that children when starting school have a relatively low baseline.
12. Pupils with SEN make good progress and with the outstanding quality of support programmes provided for them they achieve good standards.
13. Over the last three years, pupils' results at the end of KS1 indicate that pupils perform exceedingly well in the core subjects of English, mathematics and science. Results have been well above local and national averages and those of schools who have the same number of free school meals (FSM). 100% of pupils have in recent years scored at least a level 2, the National Curriculum (NC) level expected of children who are seven years of age. The Core Subject Indicator (CSI), which is a combination of results across the three core subjects, has been well above the average for all other schools. The performance of boys and girls is similar across the three subjects.
14. At the end of KS2, over the last three years, results in statutory and teacher assessments indicate a steady increase. In English in 2006, the percentage of pupils who achieved a level 4 (the level expected of pupils who are eleven years of age) was slightly above the average figure for Cardiff but a little below the national average. In comparisons with schools in the same FSM category, figures are significantly higher in the three core subjects and the CSI. Girls generally outperform boys.

15. In the under-fives class standards in the key skills of listening, speaking, reading, writing, numeracy and Information and Communication Technology (ICT) are a Grade 2. In KS1 and KS2 standards in the key skills of speaking, listening, reading, writing and the use of ICT are a Grade 2 but in numeracy they are a Grade 3. Standards in bilingualism are outstanding in both under-fives and across both key stages.
16. Pupils are well behaved. They respond well to the school's high expectations..
17. The average rate of attendance for the three terms prior to the inspection was 92.4%. Absences are caused mainly through illness but an increasing number of family holidays in term time and a small number of pupils arrive late at the start of the day.
18. Pupils show good development in personal and social skills. Pupils demonstrate good awareness of equal opportunities and diversity. They develop a very strong sense of citizenship within the school community.

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

19. The quality of teaching in lessons observed during the inspection was as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
20%	68%	12%	-	-

20. The quality of the teaching is a strength and a key element in the progress pupils make. All lessons have a clear focus, relevant aims and objectives and are planned well.
21. The quality of teaching for pupils with SEN is good. The in-class and withdrawal support for individuals and groups is consistently effective.
22. The quality of assessment, recording and reporting is good and the school meets all statutory requirements. Procedures are effective, and, in general are manageable; this includes those for pupils with SEN and for baseline assessments for the under-fives. Pupils' work is marked regularly and teachers make positive comments on the work. Reporting procedures are good; reports provide an honest picture of a pupil's achievements and skills.
23. The school provides a broad and balanced curriculum which meets legal and course requirements. Equal opportunities underpins all aspects of the school day and extra-curricular activities; this is an outstanding feature.
24. The provision for the under-fives focuses effectively on active learning and hands-on experiences; appropriate preparations are being made for implementing the forthcoming foundation phase. In KS1 and KS2 schemes of work for subject areas are effective documents and ensure continuity in

- knowledge, skills and understanding; provision for pupils with SEN is very effective.
25. The school has developed good documentation for key skills, which in literacy and ICT in particular has succeeded in ensuring compliance and progression between classes. Provision for bilingualism is outstanding.
  26. The provision for a range of extra-curricular clubs is an outstanding feature as it provides pupils with excellent opportunities to take responsibility and show initiative..
  27. Provision for spiritual, moral and social development is good. The school has a very effective personal and social education policy and programme of work.
  28. Provision for cultural development is good with outstanding features The celebration of pupils' Welsh culture and heritage is outstanding and pupils are aware of other cultures. The provision for sustainable development and global citizenship is closely linked and is an outstanding feature. Provision for healthy living is central to school life.
  29. The quality of partnership with parents, community and other schools and colleges is outstanding.
  30. The school has a very positive ethos; the calm and caring atmosphere ensures that pupils feel safe and comfortable.
  31. Induction arrangements for the under-fives are carefully planned and implemented and procedures for transferring pupils to the secondary schools are very effective.
  32. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. Teachers apply policies for behaviour management consistently and all adults in the school are effective role-models. Rules are regularly reinforced and adhered to and pupils are treated fairly. Pupils indicate that misbehaviour or incidents of bullying are not tolerated. There are very effective policies and arrangements to eliminate racism, bullying and harassment.
  33. Adults in the school are well aware of the procedures to be taken in the event of accidents and emergencies. There is a comprehensive health and safety policy but a health and safety issue was discussed with the head and Governing Body (GB) during the inspection. There is an effective policy and very clear procedures for child protection.
  34. An outstanding feature of the school is the very effective provision for pupils with SEN which complies with the requirements of the Code of Practice (CoP)

## **Leadership and management**

35. The inspection team felt that the school had underestimated the effectiveness of its well-established management systems and the self-evaluation process and was worthy of a Grade 1 instead of the Grade 2 awarded by the school itself.
36. The school's aims and values are explicit and give a clear sense of purpose to teaching staff and adults involved with the school.
37. The head co-ordinates the work of teachers, support staff, GB and parents effectively and rigorously. The School Improvement Plan (SIP) sets out focused targets and success criteria for measuring the impact of strategies.
38. Members of the GB understand their roles fully and are highly involved with school life. They are effective partners in the self-evaluation process
39. The process of self-evaluation is central to the good progress the school has made since the last inspection in 2000. Teaching and support staff are all fully involved in the self-evaluation process. Standards have improved in all aspects identified as key issues in the last inspection report, including subjects that were judged to be unsatisfactory or had some shortcomings. Pupils' performances at the end of both key stages are compared effectively with other schools.
40. The school council has for some time been successfully involved in decision making. Parents have received questionnaires on a variety of aspects of school life for the past four years which have been analysed in detail.
41. The school has an appropriate number of teachers who provide a broad spectrum of experience and expertise.
42. The school makes best use of the accommodation available. Significant improvements have been made to the outdoor area that enhances the curriculum and playtimes in preparation for the forthcoming foundation phase
43. Subjects and areas of learning are provided with consistently good quality resources. Every pupil at the school, including pupils with SEN, uses resources which reflect their needs.
44. Financial management is good. Spending decisions are well matched to the school's priorities as identified in the SIP. The head, subject coordinators and the GB carefully monitor the impact of spending decisions.
45. The school provides very good value for money.

## Recommendations

In order to move the school forward the head and GB need to:

- R1 further raise standards in music at both key stages;
- R2 continue to develop provision for key skills across the school in order to raise standards further, particularly in numeracy;
- R3 continue the preparation and provision in progress for the forthcoming foundation stage in relation to curriculum provision and accommodation;
- R4 continue to improve attendance at the school.

A health and safety issue was discussed with the head and GB during the inspection.

R3 is already being addressed in the SIP.

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

46. The findings of the inspection team match the judgement made by school in its self-evaluation report.
47. Standards in the 44 lessons observed during the inspection were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
11%	72%	17%	-	-

48. Standards in areas of learning and subjects inspected were as follows:

#### Areas of learning for under-fives

Language, literacy and communication skills	Grade 2
Personal and social development	Grade 2
Mathematical development	Grade 2
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 1

Inspection Area		
Under fives	Grade 2	
Subject Area	Key Stage 1	Key Stage 2
English	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Design technology	Grade 1	Grade 1
Music	Grade 3	Grade 3
Religious education	Grade 2	Grade 2

49. Standards of achievement in lessons observed are higher than WAG targets for 2007 which are that standards of achievement be at least a Grade 3 in 98% and at least a grade 2 in 65% of lessons. Regardless of their social, ethnic or linguistic background, pupils achieve good standards.
50. The educational provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessment shows that children when starting school have a relatively low baseline. By the end of reception year pupils are well adjusted to school life and develop well.
51. Pupils with SEN make good progress and with the outstanding quality of support programmes provided for them they achieve good standards.

52. Over the last three years, pupils' results at the end of KS1 indicate that pupils perform exceedingly well in the core subjects of English, mathematics and science. Results have been well above local, national averages and those of school in the same FSM category. 100% of pupils have in recent years scored at least a level 2, (the level expected of children who are seven years of age). The CSI, which is a combination of results across the three core subjects, has been well above the average for all other schools. The performance of boys and girls is similar across the three subjects.
53. At the end of KS2, over the last three years, results in statutory and teacher assessments indicate a steady increase. In English in 2006, the percentage of pupils who achieved a level 4 (the level expected of pupils who are eleven years of age) was slightly above the average figure for Cardiff but a little below the national average. In comparisons with schools in the same FSM category, figures are significantly higher in the three core subjects and the CSI. Girls generally outperform boys.
54. In the under-fives class standards in the key skills of listening, speaking, reading, writing, numeracy and ICT are a Grade 2. A focus on speaking and listening addresses the speech delay of a minority of children effectively; this has a positive effect on progress made in other language skills, numeracy and ICT.
55. In KS1 and KS2 standards in the key skills of speaking, listening, reading, writing and the use of ICT are a Grade 2. Progression in these is consistent across the school. At the upper end of the school, pupils show a maturity in their speaking, debating and language presentations. Pupils' understanding of ICT and confidence in the use of the Interactive Whiteboard ensures high standards are achieved especially by the upper end of KS2. Numeracy skills however, are a Grade 3; little evidence was seen of pupils applying their mathematical understanding across the curriculum.
56. Standards in bilingualism are outstanding in both the under-fives and across both key stages. Pupils are fully aware of the bilingual nature of Wales and are eager to show their abilities in the language; they speak Welsh voluntarily and naturally with adults.
57. The majority of pupils achieve their individual learning targets. They are fully aware of goals set for them in literacy and numeracy and have a good understanding of what they are doing, as lesson outcomes are shared with them and reinforced in plenary time at the end of lessons. They listen well to comments made by teachers and support staff while engaged in tasks; this enables them to be aware of what they need to do to improve. Their confidence in building on this for further learning is good. They develop good skills in problem solving and creativity across a range of subjects.
58. Pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are good. They are highly motivated and work hard in lessons; they show enthusiasm for their work. They answer questions readily, are eager to participate and have the capacity to work independently in

groups and in pairs. Older pupils (Y5) develop independent learning skills and an awareness of national and world affairs through reading newspapers at home. They collect interesting reports in class and display them on the "news board".

59. Pupils are well behaved. They respond well to the school's high expectations; they understand what is expected of them and are considerate and courteous to each other to staff and visitors. Pupils move sensibly in and around the school. Older pupils behave maturely; they are sensitive to the needs of the younger ones and take their responsibilities seriously. Younger pupils know the routines. They are very sensible, for example on visits to look at local shops in their geography studies. Parents are happy with the strategies in place to maintain and improve behaviour.
60. The average rate of attendance for the three terms prior to the inspection was 92.4%. Absences are caused mainly through illness, for instance the school was adversely affected in one term by a flu virus. However, although the school regularly reminds parents of the need of regular punctual attendance, there is an increasing number of family holidays in term time and a small number of pupils arrive late at the start of the day. As a result, pupils miss the important introduction to lessons; this has an adverse effect on their education. Targets are set and there are individual and class attendance rewards. The class with the best attendance is rewarded weekly; pupils with full attendance are rewarded termly and at the end of year. One class in upper KS2 (Y6) has achieved almost full attendance for the weeks prior to the half term holiday and a significant number of pupils achieve full attendance throughout the year.
61. Pupils show good development in personal and social skills. The school's good learning ethos enhances pupils' self-esteem and promotes life long learning skills. Relationships are good and often outstanding. Pupils develop mature attitudes and demonstrate high degrees of self-discipline. The school council debates issues and makes decisions. Pupils' views are sought through questionnaires and representatives report back to their classes. Pupils have responsibilities as monitors and prefects. They show great commitment and responsibility to their roles.
62. All pupils, irrespective of race or gender, work and play well together. They demonstrate good awareness of equal opportunities and diversity. They thoughtfully value and care for each other and the world around them.
63. Pupils develop a very strong sense of citizenship within the school community and extend this through taking part in community events such as the annual Ely Festival and 'Plant a Tree' project which helps them to understand their community, the culture of Wales and the world of work. Their awareness of the wider community is enhanced through links with a school in Canada and the Ukraine as well as Samba and Brazilian dance projects, Water Aid, Fair Trade and 'Make Poverty History' campaigns. This is an outstanding feature.

## The quality of education and training

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

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

64. The findings of the inspection team match the judgement made by school in its self-evaluation report.
65. The quality of teaching in lessons observed during the inspection was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
20%	68%	12%	-	-

66. The quality of the teaching is a strength and a key element in the progress pupils make. All lessons have a clear focus, relevant aims and objectives and are planned well. Effective use is made of resources, and the exceptionally good relationship between teachers and pupils promotes effective learning.
67. The quality of teaching for pupils with SEN is good. The in-class and withdrawal support for individuals and groups is consistently effective.
68. ICT is used imaginatively to enrich teaching and learning, and pupils are given clear directions. Teachers provide activities which match up previous work and ensure progression and evaluate their lessons on a weekly basis. Teachers' use of bilingualism is a consistent outstanding feature of lessons across the curriculum and within specific Welsh lessons.
69. 'Brain gym' and 'the class moves' initiatives are effectively used to aid pupils concentration. All pupils are treated equally and equal opportunities are promoted effectively in lessons.
70. Where the teaching displays good features:
- teachers have good subject knowledge in the majority of subjects;
  - planned opportunities are provided for children to learn through doing and discovering;
  - sessions are well-organised and pupils are given opportunities to work as a whole class, in groups, in pairs or as individuals as appropriate;
  - teachers use open-ended questions to find out what pupils know and extend their understanding, and encourage pupils to participate in discussion;
  - teachers have high expectations of pupils, praise their efforts and develop their self esteem and confidence and
  - teachers manage pupils' behaviour well;
71. In a minority of lessons pupils are kept for too long a period listening to the teacher's presentation and the pace of lessons is slow. The work and lesson

content is not always fully matched to pupils' needs especially in the classes which have pupils of a wide age range.

72. Pupils with SEN are well catered for and are well supported by teaching assistants; their work is closely monitored to ensure that they make good progress.
73. The quality of assessment, recording and reporting is good, and the school meets all statutory requirements. Procedures are effective, and, in general, manageable, including those for pupils with SEN.
74. There has been significant development since the last inspection in tracking pupils' progress and the school is in the early stages of implementing a new tracking system whereby diagnostic tests results and other data is entered into a computer programme. Results are used effectively to identify underachievement or weaknesses in particular areas. Core subject portfolios prepared at primary school cluster meetings along with foundation subject portfolios are detailed and provide valuable exemplars of pupils' work at various NC levels within the different strands for each subject.
75. Teachers know their pupils well, and assessments are generally accurate and consistent. Individual Assessment Profiles contain records of pupils' progress in all curricular areas, with particular focus on the core subjects.
76. The quality of assessment of baseline assessment in the under-fives class is good.
77. Information is shared between feeder nurseries and the reception class teacher and between year groups. Similarly, there is good assessment information exchange between primary schools in the cluster area and the local secondary school.
78. Pupils' work is marked regularly and teachers make positive comments on their work and how to further improve it.
79. Individual pupil targets in language and mathematics are displayed prominently on walls or on the tables. Pupils take an active role in setting these targets and are involved in evaluating their learning, for example, at the end of the year when they have opportunities to review their achievements and respond to their end of year school report. Pupils with SEN are aware of their personal targets in their Individual Education Plans (IEPs) and work hard to achieve them.
80. Reporting procedures are good. Reports to parents comply with statutory requirements and present a clear and honest picture of a pupil's achievements and skills. Personal profiles and comments on pupils' ability to work with others are included, and constructive comments set a clear direction for improving the work. Parents, as well as pupils, are invited to write a response to their end of year report. Parents have appropriate opportunities to meet with teachers to discuss their children's achievements and progress; they appreciate the

opportunity to visit the school formally twice a year to discuss their children's work and the school's 'open door' policy allows them to discuss their children's progress regularly. Parents of pupils with SEN are kept regularly informed of their child's progress.

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

**Grade 1: Good with outstanding features**

81. The findings of the inspection team match the judgement made by school in its self-evaluation report
82. The school provides a broad and balanced curriculum which meets legal and course requirements. It is also relevant to pupils living in the school community. All pupils have equal access to the curriculum including the range of extra-curricular activities; this is an outstanding feature.
83. The provision for the under-fives focuses effectively on active learning and hands-on experiences and appropriate preparation are being made for implementing the forthcoming foundation phase. The development of the outside classroom has allowed under-fives to investigate, discover and research; this enriches their experiences and develops their curiosity. Documents recording experiences in line with the Desirable Outcomes are detailed.
84. In KS1 and KS2 schemes of work for subject areas are effective documents and ensure continuity in knowledge, skills and understanding. Even though many are based on commercial schemes they have been carefully chosen and are well used to address the needs of the school. Teachers' planning for individual needs including pupils with SEN, is good despite the difficulties that arise in providing for pupils in the cross-key stage class.
85. Since the last inspection the school has developed good plans for key skills which in literacy and ICT in particular has succeeded in ensuring compliance and progression between classes.
86. Provision for bilingualism is outstanding. The Welsh language is given a high profile at the school. Pupils are provided with opportunities to see the Welsh language consistently in displays in key areas within the building, to hear and speak Welsh regularly in classroom and whole school routines and to use it in stimulating activities within lessons.
87. An outstanding range of extra curricular clubs and activities are offered; these include a 'Busy Hands' club for KS1, judo, dancing, Welsh, camera, table tennis, music, debates and field games for KS2. These are supplemented by dance, script-writing and transition projects for Y6.
88. Industry and Enterprise weeks held annually provide pupils with opportunities to understand the world of work and to enhance social and practical skills such

as entrepreneurship and problem solving as well as engage in creative activities. This provision is an outstanding feature as it provides pupils with excellent opportunities to take responsibility and show initiative. This aspect is especially reflected in school council meetings.

89. Visits to places of interest in the community provides pupils with exciting opportunities to visit the Senedd and other buildings in Cardiff Bay, historical places in other areas and industrial sites in south Wales. A residential course for Year 5 and 6 in Devon furthers pupils' experiences and widens their horizons considerably.
90. Homework is set regularly and gets progressively more demanding as pupils get older. Projects with parents during school holidays also complement curricular provision.
91. Provision for spiritual, moral and social development is good overall. Whole school assemblies develop pupils' social conscience as pupils are encouraged to create Christmas boxes for children in under-developed countries. Spiritual and moral development is effectively presented in school assemblies and especially in class assemblies where pupils reflect on personal issues. The provision for a personal and social programme (PSE) is good and often effectively presented through Circle Time sessions.
92. Provision for cultural development is good with outstanding features. Pupils are aware of other cultures through their studies in geography, dance and religious education and through links with Ukraine and Canada. The celebration of pupils' Welsh culture and heritage is outstanding. Names of Welsh heroes such as Mari Jones and Dylan Thomas are used as names for their classrooms; pupils are also aware of exciting developments in Wales such as the Millennium Centre and study Welsh examples in music, art and geography.
93. The provision for sustainable development and global citizenship is closely linked and is an outstanding feature. Pupils understand their responsibilities as citizens through the attention given to causes such as 'Children in Need' and 'Make Poverty History'. Sustainable development is a continuing feature of school life as pupils recycle paper and cartridges, undertake rubbish and waste saver projects, make compost and plant trees and plants as part of their Eco school participation. Pupils are encouraged also to save energy through switching off lights. Provision for healthy living is central to school life.
94. The quality of partnership with parents, community and other schools and colleges is outstanding. The school prospectus and governors' annual report to parents are of good quality and fully meet requirements.
95. Parents are very well informed about the life and work of the school through weekly newsletters and the website. There is good daily informal contact. Termly curriculum overviews provide valuable information about topics being taught that enable parents to help their children more effectively. The 'Proud to Present' initiative and praise postcards sent by post further helps to strengthen

the links between home and school and are much appreciated by parents and pupils.

96. There is a very active Parent Teacher and Friends Association (PTFA) and parents give generously of their time to support the school. A significant number of adults provide good quality support in the classroom and with activities and clubs that is highly valued by the school and contributes significantly to pupils' education.
97. Community links help to raise pupils' awareness of the world of work and strengthen the links with the community. Pupils work with a local youth group to develop the garden. They go out into the community to entertain and take part in events such as 'Give a hug day' at the nearby residential home. The school benefits from its links with industry in relation to Business in the Community which enhances the outdoor play area, the Construction Industry Training Board, Education Business Partnerships and Career Wales.
98. There are good links with surrounding primary schools and the receiving secondary schools. Pupils are involved in the Physical Education and School Sport (PESS) Initiative. They work closely with neighbouring special schools and are involved in joint projects.
99. The school is in effective partnership with an initial teacher training university. There are close links with other colleges and the school provides good quality training and work experience for student teachers and nurses and childcare students.

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

##### **Grade 1: Good with outstanding features**

100. The findings of the inspection team match the judgement made by school in its self-evaluation report
101. Pupils are cared for, guided and supported very well in a highly supportive and happy environment. The school has a very positive ethos and every pupil is valued and included; the calm and caring atmosphere ensures that pupils feel safe and comfortable. Staff have positive relationships and freely give of their own time, for the benefit of the pupils. When required, the school seeks the help and guidance of external agencies and ensures that parents and carers are fully involved in discussions about the care of their children.
102. There is good daily informal contact and regular newsletters keep parents well informed about events. Home school contracts are in place most parents, at the meeting prior to inspection, praised the school for the good quality education provided for their children including those with SEN.
103. Induction arrangements for under-fives are carefully planned and implemented. Effective procedures such as the 'buddy system' are in place to support pupils

who join the school at a later stage. All pupils quickly learn the routines and settle well into school life. Procedures for transferring pupils to the secondary schools are very effective.

104. The school has a very effective personal and social education policy and programme of work which are integrated into all aspects of the school's activities. Healthy living is promoted through initiatives such as the fruit shop and drinking fountains. Suitable attention is given to sex education and drugs awareness.
105. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. Rules are regularly reinforced and adhered to and pupils are treated fairly. Pupils are rewarded for good behaviour and exemplifying the school's motto 'Only our best is good enough' with 'Golden Time' in class. Circle Time sessions also reinforces positive behaviour and care for others. Older pupils are also very good role models for younger pupils; they care for them during play and lunch breaks and encourage good behaviour.
106. There are effective policies and procedures in place to monitor pupils' attendance and punctuality, behaviour and performance. The school works closely with the education welfare officer and external agencies in the few cases that give concerns and follows the appropriate procedures in cases of exclusion.
107. Pupils have responsibilities as prefects and the school council meets regularly to discuss issues such as the school environment and friendships. Their proposals for decorating the toilets and introducing initiatives such as the 'Playground Pals' and 'Friendship Stop' schemes have proved very successful. Pupils state that they love school because they are taught to respect teachers and property; they also state that, "there is always someone around for you." They feel that they can talk easily to any one of the teachers. Their 'Proud to Present' files include evidence of achievements for example, certificates for being members of various clubs such as Busy Hands.
108. Adults in the school are well aware of the procedures to be taken in the event of accidents and emergencies. Appropriate arrangements are also in place for excluding pupils; three were excluded during the last school year. There is a comprehensive health and safety policy: risk assessments are systematic and all staff are alert to issues relating to pupils' welfare. A health and safety issue was discussed with the head and GB during the inspection.
109. There is an effective policy and very clear procedures for child protection. The head and deputy are the nominated persons with responsibility for child protection and there is a named link governor. Teachers and support staff are fully aware of procedures and their responsibilities.
110. An outstanding feature of the school is the very effective provision for pupils with additional learning needs. The quality of provision for pupils with SEN is outstanding and complies with the requirements of the CoP and WAG

framework for inclusive education. The special educational needs coordinator (SENCO) works closely with teachers and parents to ensure good quality support for pupils and achievable targets in their IEPs. Initial concerns are recorded by teachers and discussed with the SENCO and the results of baseline assessments are used to identify learning needs and provide the appropriate support. Record keeping is thorough, well organised and up to date and systems for assessing and identifying the learning and behavioural needs of pupils are very good. IEPs are written by the class teachers and teaching assistants keep field notes. Fortnightly meetings are held between the SENCO, school management team (SMT) and teaching assistants to discuss SEN progress and procedures. Parents are regularly informed of their children's progress.

111. Teaching assistants support pupils within class and withdraw groups of pupils for extra support. These sessions are valuable in providing extra help for pupils to achieve the targets in their IEPs. Carefully structured language support is provided through various speaking, reading and writing programmes, such as Talking Teddy, Socially Speaking Club, Catch Up, and School Action Intervention in Literacy (SAIL). Pupils make good progress according to their ability in acquiring skills through these programmes.
112. The school works closely with the Behaviour Support Service and other outside agencies to provide good support for pupils whose behaviour may impede their progress and those of others.
113. The school has well planned and documented procedures for dealing with race equality, disability discrimination and equal opportunities. All pupils are encouraged and enabled to take part in the activities provided by the school. The school supports and guides pupils well, taking account of their social, educational, ethnic or linguistic background. There are no pupils with physical disabilities currently attending the school but there is a suitable accessibility plan that takes account of the school's site and buildings.
114. In discussion, pupils indicate that misbehaviour or incidents of bullying are not tolerated and teachers will very quickly deal with concerns. There are very effective policies and arrangements to eliminate racism, oppressive behaviour, bullying and harassment.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

115. The findings of the inspection team differ from the judgement made by school in its self-evaluation report as the school had awarded itself a Grade 2. The inspection team felt that the school had underestimated the effectiveness of its well-established management systems and was worthy of a Grade 1.

116. The school's aims and values are explicit and are reflected in all aspects of school life and routines. This gives a clear sense of purpose to teaching staff and adults involved with the school; it has an extremely positive effect on the well-being of pupils and standards. The structured approach to daily routines ensure a high quality life for all. A broad range of managerial policies underpin the efficiency of this community.
117. The head directs the school with outstanding vision. This has been the key element in moving the school forward considerably since the last inspection. She co-ordinates the work of teachers, support staff, GB and parents effectively and rigorously. Lines of communication are clear; information between members of staff is shared effectively. Job descriptions clearly outline the duties of staff. The head is well supported by the deputy and the SMT. The head and subject leaders play a full role in evaluating teaching and learning; this has a very positive effect on standards. Subject leaders manage their subjects well.
118. The organisation of Planning, Preparation and Assessment (PPA) time is well thought through and organised; teachers are provided with suitable cover for their classes and adequate resources enable them to make good use of time.
119. Performance Management of staff is carried out appropriately. Professional development, which is of a very high standard, is linked well to school priorities and individual needs and is part of a cohesive programme for improving teaching and learning.
120. The SIP sets out focused targets and success criteria for measuring the impact of strategies. Setting of targets is well established at the school and all stakeholders are fully involved.
121. The school takes full advantage of outside agencies in order to respond to national priorities and to undertake an outstanding range of new initiatives and a number of valuable support programmes.
122. Members of the GB understand their roles fully and are highly involved with school life. Link governors are very proactive in their subject responsibilities and show a good knowledge of subject action plans, school priorities and the administration of the school budget. Many governors work on a voluntary basis at the school and make regular formal and informal visits. Their link with parents is very effective. They meet regularly and comply with statutory requirements.

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

**Grade 1: Good with outstanding features**

123. The findings of the inspection team differ from the judgement made by the school in its self-evaluation report as the school had awarded itself a Grade 2. The inspection team felt that the self- evaluation process was very well established and was extremely effective in moving the school forward.
124. The process of self-evaluation is central to the good progress the school has made since the last inspection in 2000. Standards have improved in all aspects identified as key issues in the last inspection report, including subjects that were judged to be unsatisfactory or had some shortcomings.
125. Teaching and support staff are all fully involved in the process. This has been achieved through regular discussions on the school's strengths and areas for development, training sessions to address issues and staff individual targets. All adults know the school well.
126. The resulting self-evaluation report shows a school that is confident of what it does well and is aware of areas that are not fully developed.
127. Staff with subject responsibilities review and evaluate their subjects regularly. Self-evaluations are detailed and feed effectively into the SIP; evaluations in some subjects are outstanding. Information in these subjects is used well for future planning in relation to training and resourcing.
128. Teachers evaluate their weekly plans identifying what went well, what was not so effective and what needs to be developed further. Planning and teaching are monitored consistently by the head and subject leaders.
129. The GB, whilst allowing the head and staff to take the lead, has been appropriately involved in contributing to self-evaluation documentation. Members of the GB who have subject responsibilities have an outstanding knowledge and understanding of their areas; they are effective partners in the self-evaluation process. The final report, collated by the head, was fully discussed by the GB.
130. The school council has for some time been successfully involved in decision making and has been very active in the improvements to the accommodation both insides and outside; these have improved the quality of school life.
131. Parents have received questionnaires on a variety of aspects of school life for the past four years. A detailed analysis of responses shows a year –on- year increase in the satisfaction felt by parents about the school. The pre-inspection discussions with parents indicated that they felt their opinions and suggestions were valued by the school.

132. Pupils' performances at the end of both key stages are analysed carefully and compared effectively with other schools.

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

**Grade 1: Good with outstanding features**

133. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
134. The school has an appropriate number of teachers who provide a broad spectrum of experience and expertise. The pupil teacher ratio is good. Teachers have appropriate responsibilities for class teaching and for co-ordinating their specialist subjects in line with their experience and expertise.
135. The two part-time administrators work very efficiently and effectively to ensure that
136. the day-to-day running of the school is of a very high order.
137. There is a strong commitment amongst the staff to undertake continuing professional development. The high quality teaching seen in the school reflects the positive effect of the wide range of training courses attended, for example the University of First Age initiative. Teachers make good use of PPA time under the new workload agreements. Arrangements for covering their classes are very effective and a sizeable room has been allocated where they can work.
138. As a temporary measure for this school year, low numbers in one year group has necessitated older pupils in KS1 sharing a classroom with younger KS2 pupils in the KS2 building. However overall, accommodation is adequate for the number of pupils on roll and the school makes best use of space available.
139. The KS2 hall is at times of inadequate size for some physical education activities particularly for the oldest pupils. However the school is responding to this by planning the use of a recently opened sports facilities at a neighbouring leisure centre. The hall in the area for younger pupils is used effectively for school dinners while the KS2 hall is used appropriately for pupils who bring a packed lunch.
140. The GB has discussed changes to the building should the need arise to make provision for pupils and adults with physical disabilities.
141. The building is cleaned to a high standard by the caretaker and cleaning staff; it is well maintained. The interior of the school is in good decorative order and good quality displays, which give prominence to pupils' work and achievements, contribute to a sense of belonging. The bilingual nature of the displays is an outstanding feature.
142. Significant improvements have been made to the outdoor area that enhances the curriculum and playtimes. An all-weather surface and canopy has been

installed that will allow KS1 pupils to play outdoors even when the weather is poor. Shelters are waterproof and provide additional play facilities. New murals based on environmental themes brighten up the yard.

143. The outdoor classroom for reception class and redeveloped garden are very attractive; they are outstanding features and valuable learning resources
144. Subjects and areas of learning are provided with consistently good quality resources. They are matched to the school's priorities for development and are regularly reviewed by subject co-ordinators. They are stored in an orderly manner in individual classrooms and in the central corridors and are accessible to all. Every pupil at the school, including pupils with SEN, uses resources which reflect their needs. Interactive whiteboards and computers are used to good effect and enhance the quality of teaching and learning. The computerised library is an outstanding feature.
145. Financial management is good. Spending decisions are well matched to the school's priorities as identified in the SIP. The head, subject co-ordinators and the GB carefully monitor the impact of spending decisions.
146. The school provides very good value for money.

## Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

### Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

#### Good features

147. In line with their age and stage of development, the majority of children listen well and speak confidently as individuals, small groups and whole class. They learn a range of vocabulary easily and use a number of descriptive words correctly. Children can identify a selection of sounds and can suggest a number of words beginning with specific symbols. They have a good understanding of how books work and handle previously unseen books appropriately. They conduct themselves well as writers. They hold pencils correctly and can follow a range of writing patterns. They enjoy making marks on paper and on the interactive whiteboard. The more able can formulate their letters well to build up recognisable words. When role-playing as journalists they interview peers about what they did on bonfire night realistically. To do this effectively they understand that they must formulate sensible questions and that responses can be recorded on a clip-board. They confidently report their findings to others. They begin to understand the importance of a newspaper in conveying interesting news and events.

#### Shortcomings

148. There are no important shortcomings but a minority of younger children lack clarity when speaking.

### Personal and social development

Grade 2: Good features and no important shortcomings

#### Good features

149. The majority of children are aware of the importance of sharing and taking turns. They also understand that they are expected to listen when others are talking. They are able to play independently and cooperate in pairs and groups. They confidently show their peers what they have done. They are very aware of their bodies and understand that hygiene is important to their well-being. Children know that they must follow established routines in the classroom to ensure that the school day is enjoyable for all. They accept simple conventions and know that it is important to say 'thank you'. They realise, for instance, that they need to line up tidily when leaving the classroom and are expected to help tidy up after their activities. Children have a good relationship with adults and

have adjusted well to school life. They have established a sense of belonging to the class.

### **Shortcomings**

150. There are no important shortcomings.

### **Mathematical development**

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

##### **Good features**

151. The majority of children can recite numbers up to 20 and the more able have a good understanding of the concepts of numbers up to ten. Most can sequence a row of cards according to the numbers of dots on them, in the correct order. They can recognise the symbol for smaller numbers and some can add two simple numbers confidently and give the correct answer. The more able write the symbols for small numbers correctly. They count the number of beads they use to decorate dough plaques and begin to use and understand mathematical language like 'most' and 'least'. They can identify shapes they make from dough and can identify the characteristics of two-dimensional ones. They begin to understand what is meant by mathematical terms associated with height, weight and capacity. They use the terms 'full' and 'empty', 'long' 'short' and 'heavy' correctly. They understand that they can record the number of children who have different coloured eyes on a simple graph.

### **Shortcomings**

152. There are no important shortcomings but children do not have sufficient daily experiences in handling money.

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

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

##### **Good features**

153. Children have a developing understanding of the seasons. They realise that particular colours are associated with the autumn and that a feature of the season is that leaves fall. They know that it is the season for planting bulbs and that they have to wait for some time for them to grow. They realise the need to care for plants and animals and that water is needed for plants to grow. Children understand that the school garden is a place where they can investigate for living things amongst earth and grass. They are aware that grown-ups can have a variety of jobs such as journalists and vets; in the animal hospital they understand the work of nurses and receptionists. They realise that there are many different kinds of materials and that they have different textures and that some change under different conditions They notice and

comment that water moves, that light can be produced by a variety of different objects and that it can not travel through some materials.

### **Shortcomings**

154. There are no important shortcomings.

### **Creative development**

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

##### **Good features**

155. Children sing enthusiastically and keep a steady beat and rhythm when singing a range of songs both in English and Welsh; for example they sing about numbers and colours in Welsh and days of the week in English. Children can handle a range of untuned musical instruments well and know that some are shaken and others need beating. They take part eagerly in a class composition related to Bonfire night and use sensible body movements to accompany rhythmic patterns. They understand that they can use different media which all give a different effect when making pictures. They explore colour and when using paints understand that colours can change when mixed. Many role-play very effectively in the Animal Hospital and talk about their duties eagerly.

##### **Shortcomings**

156. There are no important shortcomings.

### **Physical development**

#### **Grade 1: Good with outstanding features**

##### **Outstanding features**

157. Children display an outstanding awareness of space and control their body movements well in formal lessons in the school hall. They confidently move their bodies along the floor and can work well in pairs emulating the movements of others. They have a clear understanding of what effect exercises have on their body and their breathing.

##### **Good features**

158. Children handle a range of small objects in table-top activities adeptly and can assemble a range of construction items with ease. They can roll out dough to the required shape. When playing in the sand they handle containers and ladles correctly to shift sand and can control small fishing rods to obtain objects from a wood-chip container. They handle painting and printing materials well

and use paint-brushes sensibly. They handle large equipment confidently as they push, pull and balance on a variety of wheeled toys. They move well to a variety of music and can work out body movements that match the mood and dynamics of the music. They control the computer mouse well and can click and move objects across the screen effectively.

### **Shortcomings**

159. There are no important shortcomings.

<b>English</b>
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**Key Stage 1: Grade 2: Good with no important shortcomings**

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

### **Good features**

160. In KS1 pupils listen well to teachers' presentations and show an increasing understanding of the spoken and written language. They respond well to questions regarding their experience and the more able provide extended, interesting and spontaneous comments.
161. The reading skills of the majority of KS1 pupils develop appropriately. The majority read correctly, fluently and indicate that they understand texts. They refer successfully to the attributes of a book such as cover and author and show an interest when talking about events and characters in the text.
162. In KS1 pupils make good progress in their writing skills. Younger ones write key words correctly and understand that they can record what is said in speech bubbles; they are beginning to appreciate that there are different kinds of writing for such purposes as recipes and stories. They write 'thank you' prayers, detailed accounts of themselves and write appropriate story endings.
163. In KS2 pupils' listening skills are developing well. The majority listen carefully to teachers and to the opinions of others during discussions. Pupils' chat confidently in groups and the majority express themselves in language that is appropriate to the occasion. They understand the need to speak clearly to an audience. Pupils at the upper end of the school express their opinions effectively.
164. Across KS2 pupils generally make good progress in their reading. The majority read with appropriate correctness, ease and expression. They are able to discuss what they read sensibly and recall events and facts well. They can predict events and justify their ideas. They express dialogue and narrative appropriately. At the upper end of KS2 pupils use texts well to glean information.

165. At the lower end of KS2 pupils write effective stories using a range of well chosen adjectives and connecting words. They write good beginnings to stories and establish realistic story settings. Pupils in Y4 write for a variety of purposes which include some sensitive poems, beginnings of stories and stories from the view-points of others in historical novels. They understand how a text can be edited and can make sensible suggestions when evaluating written work. They use notes to write about Roald Dahl.
166. At the upper end of KS2 pupils use the conventions of writing play scripts well and develop effective characters, plots and scene plans; they give appropriate attention to stage directions. They draft poems in the style of Ogden Nash successfully, know the lay-out they need to use to write formal letters, realise that writing a traditional story has certain conventions and understand how fact, opinion and bias affects persuasive writing. A variety of written work including poems, based on an extract from Shakespeare's *Midsummer Night's Dream* are of good quality.
167. Across the school pupils' knowledge about language develops well. In KS1 pupils have a good understanding of the conventions of punctuation and in KS2 they have a good knowledge of grammatical terminology, know how to use a range of parts of speech correctly and can differentiate between direct and indirect speech.
168. Spelling develops well in both key stages. In KS1 pupils break up words correctly and in KS2 pupils become increasingly aware of difficult spelling patterns. Handwriting progresses well across the school. At the upper end of the school the standard of handwriting and presentation of some more able pupils is of a high standard.

### **Shortcomings**

169. There are no important shortcomings but speaking and narrative writing skills of a minority of pupils in KS1 are underdeveloped.

<b>Mathematics</b>
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**Key Stage 1: Grade 2: Good with no important shortcomings**

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

### **Good features**

170. In both key stages pupils make good and consistent progress in mental arithmetic sessions in all classes. Pupils successfully explain the way they think in the development of their reasoning; they have a range of ways of working in mathematics and they look for ways of overcoming problems.
171. Across the school, pupils use computer programmes effectively to consolidate their understanding of mathematical concepts.

172. Pupils in Y1 can recognise two- dimensional shapes and are confident when describing their features in mathematical language. They are able to count and record numbers up to 20 and can order coins according to their value. They estimate and measure length using uniform non-standard measures.
173. In Y2 pupils show understanding of tens and units; they count forwards and backwards in ones and tens from a two-digit number. They measure correctly using standard and non-standard units of length. They recognise the two-dimensional shapes of pentagon, octagon, and hexagon and are able to identify symmetry in real life situations.
174. Y3 pupils demonstrate an understanding of two and ten times tables and are able to write in hundreds, tens and units correctly. They are able to choose appropriate measures and know the relationship between kilometres and metres, and metres and centimetres. They sensibly estimate numbers up to 50 and appropriately group and count numbers in fives to check their answers.
175. In Y4 pupils show good understanding of multiplication. They understand place value and are able to write numbers up to 100,000 in figures and words. They correctly identify polygons and equilateral and isosceles triangles.
176. Year 5 pupils show sound understanding of mixed numbers and mixed fractions. They interpret line graphs to recognise perpendicular and parallel lines. They are familiar with triangles and their properties and are able to identify reflective symmetry and axis of symmetry. They demonstrate good understanding of the properties of three-dimensional shapes such as tetrahedrons, polyhedrons and hexagonal prisms.
177. In Y6 pupils recognise the properties of rhombuses, parallelograms and trapezia and are able to identify examples of these in the outside environment. They round up numbers correctly to the nearest tenths and hundredths. They are able to multiply and divide by tens, 100s and 1000s. They show good understanding of improper and equivalent fractions. They draw and interpret graphs based on group data.

### **Shortcomings**

178. There are no important shortcomings

<b>Design and technology</b>
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**Key Stage 1: Grade 1: Good with outstanding features**

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

### **Outstanding features**

179. Pupils throughout the school develop outstanding designing and making skills through regular experiences; this has a very positive impact on standards.

Pupils draw and label plans, identify their needs, make a variety of models and evaluate their achievements well.

180. All pupils' design and technology skills are enhanced through their involvement in the Industry Week Project in Cardiff Bay. Evidence of work of a very high standard was proudly displayed around the school.

### **Good Features**

181. Pupils in both key stages make a variety of products of good quality, involving a range of resources and covering each strand of the NC.
182. In Y1 pupils work enthusiastically on models of houses; they practise useful skills such as drawing and cutting and make sensible suggestions on the suitability of various materials to decorate their models.
183. Pupils in Y2 research and explore making toast; they effectively discuss the characteristics of bread and successfully identify different people's preferences regarding toast.
184. Y3 pupils work with a range of materials and make their own mechanisms using saws and drills. They succeed in creating attractive toys with moving cams..
185. Pupils in Y4 apply their knowledge from science well when discussing the properties and characteristics of materials and their suitability for their shop fronts with flashing lights designs. They list the materials and equipment needed, and work collaboratively on the research, design and making of their products; effective evaluations of the designs are made before making the models. Electrical circuits are used to achieve functional results in the shop front lights.
186. In Y5 pupils explore different ways of creating movement; they effectively combine materials and use the computer to operate a simple mechanism in their fairground ride. They work together in small groups to produce imaginative and attractive models.
187. Y6 pupils show innovativeness and creativity in their planning and designs of a learning tool for a younger child; they effectively consider a variety of factors such as the child's age, suitability and availability of materials, and the learning objective of the game before drawing sketches and detailed specifications of their devices. Pupils' sound knowledge and understanding of the processes and skills involved are exemplified as they plan the incorporation of a variety of moving devices to make their products attractive to young children.

### **Shortcomings**

188. There are no important shortcomings.

## Music

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### Good features

189. In both key stages pupils give appropriate attention to diction and rhythm when singing in groups, whole class and in whole school sessions. They know a range of songs in both English and Welsh. They give good attention to posture and breathing when singing.
190. In KS1 pupils know the names of a range of untuned instruments; they handle them correctly and can identify the variety of actions needed to play different ones. They shake, beat or tap them sensibly.
191. At the lower end of KS2 pupils recall previous learning well; for example, they identify 'long' and 'short' sounds correctly. They keep the correct beat when they copy a range of musical patterns and begin to conduct themselves as musicians when responding to the tempo of different melodies.
192. At the upper end of KS2 pupils consolidate their knowledge of musical elements successfully. In Y5, pupils develop confidence in using clapping actions in musical rounds and are establishing an understanding of musical language and terminology when evaluating their work.
193. In KS2 pupils are establishing their confidence in performance successfully when playing an accompaniment with bells in front of an audience.
194. Pupils in KS2 further enhance their skills in a range of activities in a music club where they learn elements of notation when playing recorders.
195. At the upper end of KS2 pupils understand that music varies from culture to culture. They have a sound understanding of African dance music and can identify its unique rhythms and musical patterns.

### Shortcomings

196. Many pupils in both key stages have difficulty in singing in tune and lack confidence when performing.
197. Across the school skills in composing and appraising music are underdeveloped.

## Religious education

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

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

#### **Good features**

198. Throughout both key stages pupils show good knowledge and understanding of Christianity, as well as the contrasting religions of Islam and Judaism.
199. Y1 pupils demonstrate a good knowledge and understanding of the significance and purpose of the Christening ceremony as a celebration of birth. They know that food and candles feature prominently in various other celebrations such as Hanukkah.
200. Pupils in Y2 show good understanding of the symbolism of candles and light and their use in worship in various religions. They effectively appraise religious paintings such as William Holman Hunt's 'Light of the World'.
201. Pupils in Y3 respond sensitively to stories of persecution; they discuss Ann Frank's story of suffering sensibly and during circle time sessions maturely share the nature of their 'safe place' with their peers. They show a sound understanding of the story of Antiochus and the Maccabean revolt.
202. Pupils in Y4 sensibly relate what makes them feel happy or sad. They demonstrate knowledge and understanding of the teachings of Jesus about revenge and forgiveness. They show awareness of rules and their importance in Christianity, Judaism and Islam; they know about the Ten Commandments and understand the importance of the Tallit.
203. In Y5 pupils examine the changes that take place over time and understand how people such as Zacchaeus for example, changed after meeting Jesus. They learn about the significance of clothes and artefacts in Jewish ceremonies of commitment such as Bar Mitzvah, and sensibly discuss the differences in the treatment of boys and girls as they change into adulthood.
204. In Y6 pupils respond well to stories of Jesus as a teacher; they are able to recall many of the parables Jesus related and show good awareness of their significance and importance. They explore and respond well to the different images of Jesus from around the world and show good understanding of the important events in Jesus' life.
205. Throughout both key stages pupils make relevant links to their lessons in PSE, such as in circle time sessions, when moral issues and feelings are discussed and explored.
206. Pupils' understanding of various rites and practices of other faiths makes good progress when using a range of artefacts and other resources.

**Shortcomings**

There are no important shortcomings.

## School's response to the inspection

207. The Governing body and staff would like to thank the inspection team which visited the school for their professional, courteous approach. The inspection findings recognise that we have maintained high standards since our last inspection and improved standards in all subjects. We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are positive features. In addition, the leadership, resources and care and support systems we have in place that underpin our curricular provision are recognised as outstanding. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make are school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.
208. An action plan will be put in place to address the recommendations in the report. Continuing to develop our curriculum planning for pupils' key skill in numeracy, improving our work in music, preparing for the foundation phase and raising levels of pupil attendance are aspects that we believe we can confidently address
209. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.
210. The governor's annual report to parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Millbank Primary School
School type	Primary
Age-range of pupils	4-11
Address of school	Clarke Street, Ely Cardiff
Postcode	CF5 5AL
Telephone number	02920562595

Headteacher	Ms G Allen
Date of appointment	September 1997
Chair of governors/	Mr M Jones
Registered inspector	Mrs E Betts
Dates of inspection	November 6 <sup>th</sup> -8 <sup>th</sup> 2006

## Appendix 2

### School data and indicators

Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	20	23	10	20	25	26	17	141

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	6	4	6.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18:1
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.33:1

Term	R	Rest of School
Autumn Term 2005	95%	94%
Spring Term 2006	93%	92%
Summer Term 2006	92%	92%

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	3

### Appendix 3

#### National Curriculum Assessment Results

##### End of Key Stage 1:

National Curriculum Assessment KS1 Results 2005				Number of pupils in Y2:		19	
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	0	68.4	31.6
		National	0	4	12	64	20
Mathematics	Teacher assessment	School	0	0	0	47.4	52.6
		National	0	2	6.0	63	24
Science	Teacher assessment	School	0	0	0	42.1	57.9
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	100.0%	In Wales	80.9%

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 2005				Number of pupils in Y6		22					
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	4.5	13.6	63.6	18.2
		National	1	0	0	0	1.0	4.0	15.0	47.0	32.0
Mathematics	Teacher assessment	School	0	0	0	0	0	4.5	4.5	77.3	13.6
		National	1	0	0	1	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	0	4.5	50.0	45.5
		National	1.0	0	0	0	0	2	11	51	35

Percentage of pupils attaining at least level 4 in mathematics, science, and either English.

by Teacher Assessment		by Test	
In the school	81.8%	In the school	-
In Wales	74.3%	In Wales	-

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

## Appendix 4

### **Evidence base of the inspection**

Three inspectors spent a total of seven inspector days at the school. The head took on the role of a nominee; there was no a peer assessor. A team meeting was held prior to the inspection.

Inspectors visited 44 sessions or part sessions.

Members of the inspection team had meetings with:

- Staff, governors and parents before the inspection;
- Head, teachers, support and administrative staff and talked to children during the inspection.

The team also considered:

- The school's self-evaluation report;
- A comprehensive range of documentation provided by the school before and during the inspection;
- A range of children's work.

18 inspection questionnaires were returned by parents; 97% were positive.

The inspection team also held post-inspection meetings with the staff and the GB.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Eleri Betts Registered Inspector	Context of the school Summary Report Recommendations Key Questions 1/3/5/6 Early Years, English, music.
Mrs Caterina Lewis Lay Inspector	Contributions to Key Questions 1/3/4/7.
Ms Nia Richards Team Inspector	Key Questions 2/4/7 Mathematics, design and technology, religious education
Ms Gail Allen Headteacher Nominee	Attending team meetings and contributing information

### Acknowledgement

The inspection team would like to thank the staff, governing body, parents and pupils for their courtesy and help during the inspection.

### Contractor

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