

Report Reference T/10/00P

REPORT BY H M INSPECTORS

MILLBANK PRIMARY SCHOOL

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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PART 2: THE INSPECTION SCHEDULE

1. CONTEXT

The school and its priorities

Millbank Primary School serves an area of Ely which is situated on the outskirts of the city of Cardiff. The school describes the intake as having a sizeable disadvantaged group with many less able and few able pupils; 24% of pupils are entitled to free school meals. Pupil numbers have steadily decreased over the last four years and there are currently 170 pupils on roll. No pupil speaks Welsh as a first language and very few pupils come from an ethnic minority background.

The school was last inspected in November 1995 since when there have been significant changes to staffing including the appointment of a new headteacher and senior teacher. There have also been considerable changes to the Governing Body during the year 2000. During the inspection, one class was taught by a supply teacher due to the absence of the deputy headteacher.

The school has an appropriate vision statement and a series of relevant aims, which have been formulated through a process of whole school review, involving governors and staff. There is a detailed school development plan (SDP) and specific targets for

improvement. Current priorities focus on the review of Curriculum 2000 including key skills, Welsh as a second language, history, design and technology and music.

2. MAIN FINDINGS

The main findings of the report

- Children in the reception class have only just started school and therefore it is not possible to make judgements on the standards they are achieving. However, current planning and provision indicate that children are likely to achieve at least satisfactory standards in all the areas of learning.
- In Key Stage (KS) 1 and KS2, pupils' standards of achievement in the different subjects of the National Curriculum (NC) are as follows:

	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Satisfactory	Good
Science	Satisfactory	Satisfactory
Welsh Second Language	Satisfactory	Satisfactory
Design & Technology	Good	Good
Information Technology	Unsatisfactory	Satisfactory
History	Satisfactory	Satisfactory
Geography	Satisfactory	Satisfactory
Art	Satisfactory	Satisfactory
Music	Unsatisfactory	Unsatisfactory
Physical Education	Satisfactory	Satisfactory
Religious Education	Satisfactory	Satisfactory

- Standards in key skills are satisfactory in relation to reading, writing and numeracy but unsatisfactory in speaking, listening and information and communication technology. The school development plan (SDP) recognises the promotion and development of key skills across the curriculum as a priority, to ensure that all pupils develop such skills systematically and in a challenging and broad range of contexts.
- Overall, provision for pupils' moral, social and cultural development is satisfactory. Teachers and others provide a clear moral lead. The majority of pupils relate well to each other and have a clear awareness of the difference between right and wrong; pupils benefit from a supportive and caring staff. However, pupils' spiritual development is unsatisfactory. Insufficient opportunities are provided during acts of collective worship for pupils to reflect on their experiences and to think about the meaning of prayer and worship in a way which fully develops their spiritual awareness.
- The school sets high expectations of pupils and their behaviour, and standards are satisfactory overall. Most pupils are courteous and behave in a responsible manner. However, there are a significant number of pupils throughout school who

need the constant support of their teachers to manage their behaviour appropriately; these pupils have poor listening skills.

- The level of pupils' attendance is good. The average rate of attendance is 94% over the last three terms, which is higher than that of the local authority and is in line with the all Wales average. Registration is efficiently taken and lessons start promptly.
- The quality of teaching is a strength of the school. It is satisfactory or better in 90% of lessons observed, of which 34% was good. Teachers have a sound knowledge of the statutory curriculum and display confidence in teaching the various subjects of the National Curriculum. Staff work hard and prepare their lessons conscientiously and thoroughly.
- Teachers employ a suitable range of teaching methods, although some lessons are overly teacher directed leading to a lack of opportunity for pupils to work independently.
- Lessons are often taught to the whole class with every pupil undertaking the same task, with the result that work in books is similar for all pupils and is not well matched to individual abilities; this is particularly evident in foundation subjects.
- Arrangements for assessment, recording and reporting are overall satisfactory. The school uses the range of assessment data effectively to target individual pupils' needs. Individual pupils are appropriately involved in setting their own targets for improvement. The quality of reporting to parents is good.
- The school adopts a positive approach to marking. Marking is regularly undertaken and teachers provide positive comments, and in the majority of examples provide information for pupils about the strength of their work and how improvements can be achieved. Overall, marking is of a good standard with the exception of Y3 during the last academic year where marking was of a limited use to pupils.
- The school offers a broad and balanced curriculum for all its pupils. The curriculum for the early years is based on the desirable outcomes for children's learning; planning clearly identifies learning outcomes. Subject policies and schemes of work are in place for all subjects. However, the quality of teachers' medium and short-term planning is variable; there is some repetition in the identification of learning objectives and insufficient reference is made to differentiation and assessment opportunities.
- Whole-school planning for the development of key skills is underdeveloped. Further consideration is needed to ensure that key skills are clearly identified in planning to provide progression in pupils' learning
- The school provides a good range of extra-curricular activities, including competitive games and other sporting activities which enhance the curriculum.

Homework is set regularly in most classes, and includes home-school tasks that contribute to pupils' learning and involve parents in a partnership with the school.

- The provision for support, guidance and pupils' welfare is good. Staff know their pupils well and provide a caring close-knit community where individuals feel secure and where sensitive attention is given to their needs.
- Overall, the quality of provision and support for pupils with special educational needs (SEN) is good. Effective arrangements are in place for the early identification of pupils with SEN. Pupils are well supported in class and some receive small group or individual support in an appropriate work area. Discussions between class teachers, the SENCO, support staff and adult helpers enable pupils to make steady progress.
- The school's partnership with parents and the community, schools and other institutions is good. Links with industry are good.
- The quality of self-evaluation and planning for improvement is good. The headteacher exercises an appropriate overview of related management and administration. Targets for improvement listed in the school development plan are based on an evaluation of pupils' attainments and the quality of educational provision. The governing body (GB) are well informed and contribute positively to the school's development.
- The headteacher and finance committee of the GB monitor expenditure and the quality of budget and control is good. The school gives good value for money.
- Much work has been done recently by the headteacher and all staff in devising a range of school policies to support teaching and learning. Most subject leaders have a good overview of their subject across the school and set annual targets for improvement. Subject leaders for the core subjects monitor and evaluate their subject which has a positive impact on standards; this needs to be extended to foundation subjects.
- Staff development is well targeted, organised and evaluated and takes place on a regular basis. The school's administrative and non-teaching staff provide effective and efficient support. Accommodation and learning resources are satisfactory.
- The school has made progress since the last inspection report in 1995, but some issues identified in the last report have still to be addressed effectively.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in Subjects and Areas of Learning

Standards of achievement are judged to be satisfactory or better in 86% of sessions observed, of which 14% was good.

- Children in the reception classes have only just started school and therefore it is not possible to make judgements on the standards they are achieving. However, current planning and provision indicate that children are likely to achieve at least satisfactory standards in all the areas of learning.
- In KS1 and KS2, standards in speaking and listening are unsatisfactory. A significant number of pupils throughout the school display poor speaking and listening skills. They have difficulty in listening to others and lack confidence in speaking in front of an audience. Many display a limited vocabulary and have difficulty in expressing themselves.
- Standards in reading and writing in both key stages are satisfactory. Most pupils read with developing fluency and confidence and older pupils are able to select and retrieve information to support their work. However, some pupils read mechanically, not using punctuation to help them understand the text, and lack expression in their reading. Pupils write for a range of purposes and for different audiences and some progress is made in pupils' writing skills throughout the school.
- Standards in mathematics are satisfactory in KS1 and good in KS2. Pupils make clear progress in the development of mathematical skills, knowledge and concepts throughout the school. However, there is insufficient progress in pupils' skills to represent and interpret data.
- Well-focussed literacy and numeracy sessions have had a positive impact on pupils' standards of achievement.
- In science, standards are satisfactory in KS1 and KS2. Pupils have an appropriate knowledge of life processes and living things, materials and physical processes. However, pupils' have limited skills in designing and devising their own experiments, formulating questions, hypothesising and researching independently.
- Standards in Welsh are satisfactory, Most pupils throughout the school respond well to the language patterns introduced and recall of previous work is at least satisfactory and sometimes good. Some progress has been made in reading and writing since the last inspection but further development is required in order to ensure continuity and progression throughout the school.
- In information technology, standards are unsatisfactory in KS1 and satisfactory in KS2. Pupils in KS1 have limited experiences of using IT. They have few skills in communicating their ideas using text, tables and pictures and in entering and storing information.
- Standards in design and technology are good. Pupils in both key stages are given a good range of experiences in designing and making products from a variety of materials.
- In history, geography, religious education, physical education and art, standards are satisfactory.

- Standards in music are unsatisfactory in both key stages. Many pupils throughout the school do not sing in tune with musical expression. Insufficient progression is evident in pupils' performing, composing and appraising skills as they move through the school.
- In KS1, the percentage of pupils achieving Level 2 or above in English, mathematics and science shows an improvement from the test results in 1999 but is slightly below the national average for Wales. All pupils scored Level 2 and above in mathematics and science; no pupil gained a Level 3 in writing.
- In KS2, the percentage of pupils achieving a Level 4 or above in English, mathematics and science was higher than the national average for Wales in 1999. Improvements are evident in all core subjects with more pupils achieving Level 5 than the previous year.

3.2 Standards Achieved in Key Skills across the Curriculum

Standards achieved and progress made in the key skills by children in the early years are satisfactory at this stage in their development. In KS1 and KS2, standards are satisfactory in relation to reading, writing and numeracy but unsatisfactory in relation to speaking, listening and information and communication technology.

- In KS1 and KS2, standards in speaking and listening are unsatisfactory. A significant number of pupils throughout the school display poor speaking and listening skills. They have difficulty in listening to others and lack confidence in speaking in front of an audience. Many display a limited vocabulary and have difficulty in expressing themselves.
- Standards in reading and writing across the curriculum are generally satisfactory. Most pupils read with developing fluency and confidence and older pupils are able to select and retrieve information to support work in a range of subjects. Pupils write for a range of purposes and some progress is made in pupils' writing skills throughout the school. However, opportunities for pupils to write at length across a range of subjects are limited. There is some evidence of an over-dependence on worksheets, which has a negative impact on pupils' writing skills.
- Pupils in both stages are able to handle numbers, both mentally and in written tasks. There are occasions when numeracy is developed in subjects other than mathematics, for example in design and technology and science. However, these opportunities are often incidental rather than specifically planned. Pupils' mental agility skills and their knowledge of the application of number concepts to real situations across the curriculum, for example in history and geography, are underdeveloped.
- Pupils use ICT to process data and ideas, and those in KS2 obtain information from CD-ROMs and the Internet to support their work. In both key stages,

however, the use of ICT is underdeveloped and lacks progression. It is not used sufficiently to support problem-solving and creative work, or as reference source for independent study.

- Pupils with SEN receive extra help and support, and make steady progress in key skills, especially literacy. There is a need to enhance computer capabilities for SEN to improve pupils' numeracy and ICT skills.
- The SDP recognises the promotion and development of key skills across the curriculum as a priority, to ensure that all pupils develop such skills systematically and in a challenging and broad range of contexts.

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

Pupils' moral, social and cultural development is satisfactory but spiritual development is unsatisfactory.

- The school has a clear statement of aims, principles and values. Through a variety of positive initiatives staff strive to promote in pupils a high level of personal responsibility to each other and the school.
- Teachers and others provide a clear moral lead. The majority of pupils relate well to each other and have a clear awareness of the difference between right and wrong; pupils benefit from a supportive and caring staff.
- Older pupils respond readily to the opportunities provided for them to exercise initiative and take responsibility. Social skills are developed through contact with the community, educational visits to sites of interest as well as through visitors to the school.
- Daily acts of worship are appropriately organised and opportunities exist for pupils to consider moral themes and for their personal achievements to be recognised and valued. Pupils' involvement in assemblies, through participation or contribution to musical accompaniment in order to create a spiritual atmosphere is very limited.
- Insufficient opportunities are provide during acts of collective worship for pupils to reflect on their experiences and to think about the meaning of prayer and worship in a way which fully develops their spiritual awareness.
- While the development of Y Cwricwlwm Cymreig is evident in many aspects of school life, multi-cultural and multi-faith experiences are not a strong feature of the school.
-

4.2 Behaviour and Attitudes

The standard of behaviour is satisfactory overall.

- The school has high expectations of pupils' behaviour. Schemes are in place to improve and maintain behaviour.
- The whole school is involved in the Proud to Present initiative. Pupils draw up classroom rules and set class and individual targets for improvement which are displayed throughout the school.
- The school operates a rewards and sanctions system. All staff work very hard to maintain acceptable standards of behaviour and are consistent in their implementation of routines and pupils know what is expected of them.
- Children in the reception class are encouraged to act sensibly and are beginning to respond well. Pupils in upper KS2 respond well to the initiatives and the standard of behaviour is consistently good. They behave maturely, have good attitudes to work and sustain good levels of concentration.
- A number of pupils in each class assist teachers with various tasks. Prefects and School Watch Committee organise the tuck shop and help to take care of the younger pupils at lunchtimes. They perform their duties around the school and take their responsibilities seriously.
- Pupils play co-operatively at break and lunchtimes. Trained mid-day supervisors contribute positively to the maintenance of acceptable behaviour during the lunch period and behaviour in the dining hall is appropriate.
- The positive behaviour policy includes measures to be taken in response to bullying and racist and sexist remarks. Incidents and outcomes are formally recorded. No significant incidents were noted during the inspection.
- In the previous school year two pupils were subject to temporary exclusions. The appropriate statutory procedures were followed and these pupils are now in special schools.
- However, there are a significant number of pupils throughout school who need the constant support of their teachers to manage their behaviour appropriately. These pupils have poor listening skills which has a negative impact on the learning environment.

4.3 Attendance

The level of pupils' attendance is good.

- The average rate of attendance at 94% over the last three terms is higher than the local authority and is in line with the all Wales average.
- Most pupils arrive punctually at the beginning of the day and individual lessons start on time.
- Registers are completed meticulously and comply with regulations.
- Procedures are in place to monitor and follow up absences.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching overall in lessons observed is around 90% satisfactory or better, of which 34% was good.

- Teachers have a sound knowledge of the statutory curriculum and display confidence in teaching the various subjects of the National Curriculum. They attend relevant INSET courses, and subject leaders provide good support and readily share their expertise with other members of staff.
- Staff work hard and prepare their lessons conscientiously and thoroughly. Learning objectives are clearly identified in planning documents and are often shared with pupils. However, there is some repetition between teachers' medium and short term planning, and differentiation and assessment opportunities are not sufficiently detailed to aid teaching and learning.
- All teachers extend pupils' previous learning through recapitulation of earlier work and lessons are often concluded with sharing achievements.
- Throughout the school appropriate emphasis is placed upon whole class teaching, which often includes clear instructions and explanations. Teachers employ a suitable range of teaching methods, although some lessons are overly teacher directed leading to a lack of opportunity for pupils to work independently.
- Staff set high expectations in terms of achievement and behaviour. They employ a range of strategies to deal with the challenging behaviour which is can be seen throughout the school, particularly in Y2 and Y4.
- Lessons are often taught to the whole class with every pupil undertaking the same task, with the result that work in books is similar for all pupils and is not well matched to individual abilities; this is particularly evident in foundation subjects.

- Pupils are well supported in their classes by their teachers, support staff and adult helpers. All provide valuable assistance to promote pupils' learning.

5.2 Assessment, Recording and Reporting

The quality of assessment, recording and reporting is satisfactory.

- The school makes use of a combination of statutory tests, commercial materials and other procedures to assess pupils' achievements which is used purposefully to support pupils' learning.
- The school uses the range of assessment data effectively to target individual pupils' needs. In mathematics assessment data is carefully analysed to identify weaknesses in curriculum provision across the school. Individual pupils are appropriately involved in setting their own targets for improvement.
- Regular assessment tasks are set in the core subjects which are included in individual pupil portfolios. However, only a small proportion is annotated and there is insufficient reference to achievement or to the next steps in the pupil's learning.
- There has been some work on deciding levels achieved in the core subjects. The school is at an early stage in the development of moderated and annotated files of work which would help support staff in their assessment of pupils' work and aid accuracy and consistency between year groups.
- The school adopts a positive approach to marking. Marking is regularly undertaken; teachers provide positive comments and in the majority of examples provide information for pupils about the strength of their work and how improvements can be achieved. Overall, marking is of a good standard with the exception of Y3 during examination of the previous year's work where marking was of limited use to pupils.
- Teachers' planning insufficiently identifies opportunities for assessment. Further work needs to be undertaken to ensure that information gained by teachers of individuals and groups of pupils informs the planning process.
- Annual reports to parents are generally of a good quality, providing information about what their children are able to do and including targets to indicate where improvements can be made. Parents are able to visit the school to discuss their children's work both informally and on formal occasions in the year and are actively encouraged to participate as partners in their children's education.

5.3 Curriculum

The school offers a broad and balanced curriculum for all its pupils.

- The curriculum for the early years is based on the desirable outcomes for children's learning. Planning clearly identifies learning outcomes.
- The curriculum in KS1 and KS2 is suitably structured with appropriate time allocations for each subject.
- Subject policies and schemes of work are in place for all subjects. Staff have worked very hard to produce schemes of work with curriculum maps identifying coverage of topics and skills. However, most are at an early stage of development and are not yet impacting on standards of achievement.
- The school has recently adopted a new format for short term planning. Currently, there is some repetition in the identification of learning objectives and insufficient reference is made to differentiation and assessment opportunities. Staff evaluate weekly plans but the quality of these is variable. In the best practice, they provide clear reference to strengths and weaknesses and areas are indicated for further work.
- Whole-school planning for the development of key skills is underdeveloped. Further consideration is needed to ensure that key skills are clearly identified in planning to provide progression in pupils' learning. This has been identified as an area for development on the school development plan.
- Fieldwork and visits to places of interest enhance the curriculum. Pupils have visited local businesses as a part of industry week in order to develop knowledge and understanding about the world of work. Older pupils are offered the opportunity to experience residential courses.
- Homework is set regularly in most classes, and includes home-school tasks that contribute to pupils' learning and involve parents in a partnership with the school.
- The school provides a good range of extra-curricular activities and sessions are well supported by pupils.

5.4 Support, Guidance and Pupils' Welfare

The provision for support, guidance and pupils' welfare is good.

- Staff know their pupils well and provide a caring close-knit community where individuals feel secure and where sensitive attention is given to their needs.
- Relationships between pupils, staff and adult helpers are generally good and staff provide good role models. A significant minority of pupils present very challenging behaviour; however, through the use of a range of positive behavioural strategies and the caring attitude of the teachers, these pupils are fully incorporated into the family atmosphere of the school. All pupils are afforded equal access to all aspects of school life.

- The headteacher undertakes responsibility for child protection and appropriate procedures are in place and known to staff.
- Procedures for assuring pupils' welfare are sound. Appropriate importance is attached to the emotional, physical and social development of pupils. Sex education is taught in the context of relationships and gives an appropriate emphasis to respect for one another.
- The school site is secure and is a safe environment for pupils. Lunchtime arrangements ensure that pupils are supervised effectively.

5.5 Provision for Pupils with SEN

Overall, the quality of provision and support for pupils with special educational needs (SEN) is good. Currently, one pupil has a statement of special needs and an additional 45 pupils are identified at Stages 1-4 of the Code of Practice.

- A coherent policy provides administrative and procedural arrangements, which meet the requirements of the Code of Practice. The policy sets out the identification and monitoring of pupils with SEN and the close liaison with the school psychological support service and other welfare agencies.
- Effective arrangements are in place for the early identification of pupils with SEN.
- Good links with parents are a feature of the school's support for pupils with SEN. Parents are fully informed at an early stage and attend regular meetings at the school.
- Individual Education Plans (IEP's) set clear and realistic targets that are suitably matched to the pupils' needs. Reviews, which include consultative meetings with parents and class teachers, are carried out on a termly basis with new targets set as required.
- Pupils are supported in class through provision that is unobtrusive and set purposefully within the context of the class, though tasks especially in the foundation subjects could be more clearly differentiated. Some pupils receive individual or group support in an appropriate work area.
- Discussions between class teachers, the SENCO, support staff and adult helpers enable pupils to make steady progress. One pupil provides a considerable challenge to the school. His needs are well supported by the LEA, which provides very effective and meaningful support.
- The headteacher and a link governor with designated responsibility for SEN maintain an appropriate overview of SEN provision.

- There is limited use made of information technology to support pupils' learning; this requires further consideration.
- Further liaison is needed in the planning of tasks, the adoption of appropriate teaching strategies and the assessment of pupils' achievement by all teachers and support staff to meet the continuing needs of identified pupils.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The quality of partnership with parents and community, schools and other institutions is good.

- The school produces an informative half-termly newsletter and parents are well informed about the curriculum, procedures and other school matters.
- Time and effort has been invested in encouraging parents in the education of their children. The programme of curriculum meetings and workshops in English and mathematics, and demonstration lessons run by pupils in Y5 and Y6 are well attended and beneficial. The weekly shared reading sessions for pupils in KS1 are successful and parents are supportive of the school's homework policy.
- A home/school agreement has been implemented and signed by the vast majority of parents. All the parents of children in reception class sign the agreement at the time of the initial meeting.
- Many parents take advantage of the open door policy. Informal contacts between parents and the headteacher and staff are a regular occurrence.
- A small number of parents assist teachers regularly in classrooms and on visits. The school provides written guidance to assist parents in their work, which is well planned by teachers.
- An active Parent Teacher Association (PTA) organises a variety of social and fundraising events, which provide generous financial support to the school. Funds raised are used to enhance resources and support the school mini bus.
- Visiting speakers and members of the community make valuable contributions. The school plays an active part in the community and pupils take part in the annual Ely festival. They benefit from the school's links with various cultural and sporting facilities and have received specialist coaching in netball, ice hockey and dance.
- The school has good links with local primary schools and the comprehensive schools to which pupils transfer at the end of KS2. Pupils benefit from the expertise of staff from the comprehensive school to support their learning, e.g. a dance specialist takes focussed sessions with pupils in both key stages.

- The school is in partnership with an initial teacher training institution and provides training for student teachers.

5.7 Partnership with Industry

The school's partnership with industry is good.

- The whole school is involved in a week designated to industry. Pupils visit businesses to find out about technology and the industrial world. They use equipment and set up email addresses.
- Y5 and Y6 pupils are involved in mini enterprise schemes which enable them to appreciate the processes involved in running a business, and develop self-confidence.
- The school receives sponsorship from local shops and businesses. However, no member of staff has benefited from industrial placement in recent years.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of self-evaluation and planning for improvement is good.

- The school has made recent developments in its approaches to self-analysis and target setting and has an appropriate range of procedures in place. Much thought has gone into establishing the target-setting process as a positive tool for school improvement. The school makes use of internal and external assessment data and, with the support of the LEA, identifies and sets measurable targets for self-improvement.
- The school has a thorough appreciation of its strengths and weaknesses. Priorities identified on the school development plan (SDP) include key skills and music; currently pupils' achievement in these areas is less than satisfactory.
- The SDP is a comprehensive document that serves as a solid foundation for further improvement. It identifies action to be taken and gives appropriate attention to timescales, criteria for success, resources, budget allocation and evaluation. It is informed by an appreciation of strengths and weaknesses, through monitoring by head teacher and discussions with staff and governors.
- The school fully involves its partners, the governing body and the local authority advisers to support development planning. All work closely in order to improve the quality of the educational provision for pupils.

6.2 Leadership and Efficiency

The leadership and efficiency of the school are good.

- The head teacher gives clear direction and enables the staff to play a positive role. The head teacher monitors standards, the quality of teaching and learning, and supports SEN pupils within classes. Good support is provided by the senior teacher and a strong team pervades all teaching and learning. The deputy head teacher was absent during the inspection.
- The head teacher and finance committee of the GB monitor expenditure and the quality of budget and control are good. Those responsible are aware of cost-effectiveness and ensure that they obtain the best value for money.
- There are several new members on the GB but they are fully committed and take their roles seriously. Members have attended training sessions within the county in order to gain further knowledge of their role and to share their experiences with other governing body members.
- The SDP identifies appropriate areas for improvement, sets criteria for success and establishes how improvements are to be achieved. Subject leaders have evaluated priorities on the previous SDP and there is clear identification of strengths and weaknesses with targets set for further improvement.
- Much work has been done recently by the headteacher and all staff in devising a range of school policies and schemes of work for subject areas. The role of the subject leader has improved since the last inspection and all staff undertake subject responsibilities. Most subject leaders have a good overview of their subject across the school and set annual targets for improvement. Subject leaders for the core subjects monitor and evaluate their subject which has a positive impact on standards; this needs to be extended to the foundation subjects.
- Administrative routines are well established and the school operates efficiently on a day to day basis. The school gives good value for money.

6.3 Staffing, Accommodation and Learning Resources

Staff resources are good; accommodation and learning resources are generally satisfactory.

- All staff are suitably qualified and some have obtained additional qualifications. Staff work very hard and provide good role models for pupils.
- Staff development is well targeted, organised and evaluated and takes place on a regular basis. Staff undertake annual reviews with the head teacher. They are all aware of their specific duties and responsibilities and all have a specific job description, which clearly identifies their roles.
- The school's administrative and non-teaching staff provide effective and efficient support.
- The school is well maintained and cleaned to a good standard and provides a pleasant working environment for pupils and staff. Rooms are adequate in number

although some classrooms are small in size, particularly in KS1. Good use is made of the library during literacy sessions. The quality of display work is generally satisfactory although in some classes more attractive and interesting displays would enhance the learning environment.

- Learning resources are at least satisfactory in most subject areas. A great deal of money has been spent recently on purchasing good quality textual materials to support literacy sessions throughout the school. These resources are utilised effectively during well-focussed lessons. However, materials to support other subjects, notably design and technology, and artefacts to support pupils' learning in history and religious education are limited.
- Appropriate measures have been taken by the school to ensure the security and well being of pupils.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

As the children in the reception classes have only just started school, it is not possible to make judgements on the standards they are achieving. However, current planning and provision indicate that children are likely to achieve at least satisfactory standards in all the areas of learning.

Good features

- Planning is thorough and clearly based on the Desirable Outcomes of Learning. Weekly plans identify clear learning objectives based on each area of learning. Lessons are appropriately structured, and routines are well established.
- Children are beginning to use writing for their own purposes and formulation of letters is developing with more able pupils. Samples of children's developmental writing based on the task of making a shopping list are evident in the classroom.
- Welsh is introduced in reception and children are developing an early vocabulary of simple words and phrases.
- Progress is made in the understanding of early mathematical concepts. Children are developing an understanding of number and mathematics is utilised effectively as an integral part of classroom activities.
- Children are developing sound physical control; they are beginning to use space appropriately and most are able to follow instructions. Their fine manipulation and co-ordination skills are developing.
- Children use a range of creative materials appropriately; they enjoy singing and can recall a range of songs and rhymes from memory.

- Most work co-operatively and their personal and social skills are fostered effectively.
- Children are beginning to acquire sound historical, geographical, scientific and technological skills. They are developing the ability to observe and predict through interaction with their teacher. They use computers with developing confidence to reinforce their learning; mouse control is generally good.

Shortcomings

- Some children's listening skills are limited; they lose concentration after a short period in a group session.
- Some children have difficulty in expressing themselves clearly; they lack confidence and have a restricted vocabulary.
- Outdoor play equipment is limited.

Welsh

English

Standards are satisfactory in KS1 and KS2.

Good features

- Throughout the school some pupils listen appropriately to stories, particularly in upper KS2. They can recall many of the details and respond well to questions.
- In KS1, pupils are developing a growing interest in books and more able pupils apply a range of strategies to aid their reading progress.
- The majority of pupils in KS2 read with fluency and developing confidence and some pupils are able to select and retrieve information to support their work. They can discuss their favourite books and authors and give reasons for their choices. Good support is provided by using the Internet in upper KS2.
- Well-focussed Literacy sessions contribute positively to pupils' learning and progress is made in pupils' reading throughout the school. Guided group reading contributes positively to pupils' learning with purposeful interaction by teachers in all classes.
- In KS1, letter formation skills are generally well developed and more able pupils attempt to spell words themselves by applying their phonic knowledge.

- Pupils write for a range of purposes and for different audiences and progress is made in pupils' writing skills throughout the school. The introduction of the writing club has had a positive impact on pupils' writing skills.
- Presentation of work is at least satisfactory with regard to the majority of pupils. They are successfully developing joined and legible handwriting.

Shortcomings

- A significant number of pupils throughout the school display poor speaking and listening skills. They have difficulty in listening to others and lack confidence in speaking in front of an audience. Many display a limited vocabulary and have difficulty in expressing themselves.
- In KS1, some pupils display a poor grasp of phonics and have few strategies to aid their spelling.
- In Y3, the range of writing and standards of presentation were unsatisfactory during the last academic year. There were many examples of unfinished pieces of work.
- Some pupils read mechanically, not using punctuation to help them understand the text, and lack expression in their reading.

Mathematics

Standards of achievement are satisfactory in KS1 and good in KS2.

Good features

- The recent introduction of a structured numeracy strategy has enhanced pupils' understanding of number and is promoting good progress in the development of their mental skills.
- Pupils make clear progress in the development of mathematical skills, knowledge and concepts throughout the school.
- In both key stages an appropriate emphasis is placed upon developing pupils' skills in using different strategies when solving numerical problems.
- In KS1, most pupils can count and recognise numbers to 100. The oldest pupils have good recall of addition and subtraction facts and can identify odd and even numbers and number patterns. They recognise halves and quarters and can use simple fractions in context. Pupils show a secure understanding of place value.
- Pupils are able to explore and record patterns in number, develop ideas of regularity and sequencing, and explain patterns and use them to make predictions.

- By the end of KS1, pupils can describe the properties of two and three-dimensional shapes. They are beginning to use standard and non-standard units to measure length and mass and can sort and classify items using several criteria.
- Pupils in KS2 are secure in their recall of multiplication facts and are able to estimate whether answers to numerical problems are reasonable. They are able to use simple fractions to describe proportions of a whole.
- Pupils display increasing understanding of the number system and an appreciation of the importance of place value with a good understanding of decimals. Older pupils can multiply and divide whole numbers and decimals by 10, 100, and 1000. They can recognise square numbers and the square roots of numbers.
- Pupils are confident in their understanding of shape. They recognise movements in a straight line and rotations, and they have a good understanding, of area, angles and the properties of shapes.

Shortcomings

- There is insufficient progress in pupils' ability to represent and interpret data.
- In both key stages further work needs to be undertaken to develop pupils' mathematical language.
- In KS2, insufficient emphasis is placed upon fostering independent learning skills through challenging pupils to deal with open-ended mathematical investigations.

Science

Standards of achievement are satisfactory in both key stages.

Good features

- In both key stages there are balanced programmes of work to enable pupils to acquire scientific knowledge. Pupils have an appropriate knowledge of life processes and living things, materials and physical processes.
- In KS1, pupils are able to name the parts of a plant and are aware that plants need water, light, warmth and food to grow.
- Pupils at the end of KS1 can recognise and name common materials, understand the uses made of such materials and recognise that some materials can be changed when heated.
- Pupils in Y4 show a good understanding of how mixtures of materials can be separated.
- Pupils in Y5 have a satisfactory knowledge of how blood circulates in the body through veins and arteries. They show a good understanding of the effect of

exercise and rest on the pulse rate. More able pupils are able to explain why the pulse rates increases as a result of exercise.

- Pupils in Y6 are able to describe and explain how changes can be controlled in simple electrical circuits.

Shortcomings

- Pupils in KS1 insufficiently present information through tables and graphs or explain their observations in their own words.
- Pupils have limited skills in designing and devising their own experiments, formulating questions, hypothesising and researching independently, and as a result the recorded work of whole classes tends to be very similar.
- Further work is needed to develop a clearer progression in pupils' investigative skills and how they use the information obtained.
- In both key stages the majority of pupils lack an appropriate range of scientific vocabulary to express their ideas clearly and to explain what they have done.

Welsh second language

Standards are satisfactory in both key stages.

Good features

- Pupils throughout the school respond well to the language patterns introduced and recall of previous work is at least satisfactory and sometimes good. They ask and answer questions with developing fluency and confidence. Role-play is used purposefully to aid pupils' learning with particular reference to upper KS2.
- Pronunciation is generally good in both key stages.
- In KS1, pupils can read simple words on flash cards and display understanding of basic textual material. Y2 pupils are able to read text from a Big Book to support the current topic.
- Pupils in KS2 are able to read simple texts and read questions on worksheets to aid their progress. In Y5, pupils have created well-presented storybooks supported by IT, which they read with appropriate pronunciation and clear intonation.
- In KS1, pupils' writing skills are developing through exercises that include labelling and basic sentences. Pupils in KS2 are able to write sentences independently based on a range of patterns provided by the teacher.
- Welsh is used regularly during registration in most classes and in some classes short inputs of language are used effectively throughout the school day, which enhances pupils' progress, particularly in Y4.

Shortcomings

- Throughout the school some pupils lack confidence in asking and responding to questions.
- Pupils' writing skills require further development in order to ensure continuity and progression and few pupils read Welsh books with confidence and fluency.
- The use of incidental Welsh is inconsistent throughout the school.

Design and technology

Standards of achievement in design and technology are good in both key stages.

Good features

- Pupils in both key stages are given a good range of experiences in designing and making products from a variety of materials. Work often has appropriate cross-curricular links and models are generally well finished and of a good standard.
- Pupils in KS1 work with a variety of materials on well-planned tasks. Skills in cutting, assembling and combining materials are well developed, as for example, designing and constructing picture frames.
- In Y2, pupils show a good understanding of simple mechanisms in their design and construction of moving toys including wheels and axles.
- Pupils in KS2 have a good understanding of the links between designing and making. They are able to produce designs for a specific purpose. Older pupils have a good understanding of the links between designing, making and evaluating and are able to modify designs to meet specific requirements; for example, when designing packaging for a new yogurt product.
- Pupils in Y4 are able to clarify the requirements of the task in hand; for example, through material checklists and work schedules when designing and making a Tudor house.

Shortcomings

- In KS2, insufficient progression is shown in pupils' understanding of how simple mechanisms can produce different types of movement and in their knowledge and understanding of structures and their behaviour under loading.
- Further work could be undertaken to enable pupils to research ideas as evidence for design.

Information technology

Standards of achievement are unsatisfactory in KS1 and satisfactory in KS2.

Good features

- Pupils in KS2 show familiarity with the keyboard, enter and save information and can reformat and edit produced documents.
- Through their work with LOGO, pupils in KS2 are able to explore the effects of changing variables in simulations and see the results.
- Pupils in KS2 are able to work independently and apply their skills effectively in researching for information from CD-ROM and the Internet.

Shortcomings

- Pupils in KS1 have limited experiences of using IT. They have few skills in communicating their ideas using text, tables and pictures and in entering and storing information.
- Throughout both key stages databases, spreadsheets and data handling are insufficiently developed as a means of storing, manipulating, analysing and interpreting information.
- Pupils in KS2 show insufficient progression in organising, refining and presenting word-processed information in a variety of forms and styles for specific purposes and audiences.
- There is wide variation between classes in the knowledge and use made of IT, especially to enhance and extend pupils' skills in work across the curriculum and in the development of key skills.

History

Standards of achievement are satisfactory in both key stages.

Good features

- By the end of KS1, pupils are able to distinguish between aspects of their own lives and the lives of people in the past. They are able to identify some ways in which changes have occurred in their own locality and are able to compare past and present. Through a study of historical characters, pupils are able to demonstrate a knowledge of some major historical events.
- In KS2, pupils can recall facts about the periods, people and events they have studied and throughout the key stage pupils have a sense of the social aspect of history and show empathy with characters and events.
- Pupils in Y4 show a good understanding of the characteristic features of the Tudor period. The use of key questions enables pupils to have a detailed understanding

of many of the differences between then and now and to consider the causes and consequences of some events and changes.

- Through a study of maps representing Cardiff at different times in the Victorian period, pupils in Y5 are able to gain a greater chronological awareness of the period and the impact of population change on the growth of Cardiff.

Shortcomings

- There is little work of an historical nature in Y1 and throughout the key stage there is insufficient emphasis on the different ways in which the past can be represented. This shortcoming is maintained in KS2 where pupils insufficiently consider the value of evidence.
- In KS2, with the exception of Y4, pupils' skills of historical enquiry need further development to enable them to understand the consequences of events.
- Throughout the school, artefacts and documentary material are under-developed as a means of increasing the depth of historical studies and sharpening pupils' analysis of past events. In KS2, pupils lack the skills of choosing and incorporating information from a variety of sources within an investigation framework.

Geography

Standards of achievement are satisfactory in both key stages.

Good features

- In both key stages pupils have a sound knowledge of their immediate surroundings. They can comment on the functions of buildings and are aware of recent changes. KS1 pupils are able to express views on attractive and unattractive features of their local area.
- Mapping skills are well developed throughout the school. In KS1 pupils are able to make plans and maps, follow directions and use simple co-ordinates. In KS2, pupils are able to build on these skills and locate places using lines of latitude and longitude.
- Pupils in KS2 are able to identify ways in which people affect the environment and discuss the effects of pollution.
- Pupils in Y4, through a study of shopping in the local area and a nearby retail park, are able to show a secure understanding of the advantages and disadvantages of changes in the nature of retailing and its impact on the community.

Shortcomings

- Throughout the school insufficient emphasis is placed upon pupils making comparisons and considering similarities and differences between places.
- There is insufficient progression in KS2 in the development of pupils' ability to recognise geographical patterns and offer explanations for them through the use of relevant, analytical questions.
- There is little progression in KS2 in pupils' understanding of how human activities have changed the environment, of ways in which the environment is managed and how potential conflict arises out of competing demands for land.
- Insufficient use is made of studies in geography to develop the key skills of literacy, numeracy and ICT in pupils.

Modern foreign languages

Art

Standards in art are satisfactory in both key stages.

Good features

- In KS1, pupils draw and paint from observation, imagination and memory and develop a satisfactory understanding of colour, pattern, line and texture. They make good attempts at colour mixing and can use a variety of different size brushes to aid their progress.
- In Y2, some pupils produce good quality sketching with attention to shade and tone using a range of media.
- In KS2, pupils' work extends their understanding of tone, texture and line, and involves use of an appropriate range of media, including pencils, paint, charcoal, pastels and crayon.
- In Y5, pupils have opportunities to experiment with methods used by recognised artists and craftworkers and standards are at least satisfactory for the majority of pupils. They display a good understanding of colour mixing.
- In Y6, pupils use a range of techniques to aid their skill development.
- In both key stages, pupils have some opportunities to undertake three-dimensional work, often linked to design and technology.

Shortcomings

- In KS2, sketchbooks are not used consistently to develop pupils' art skills, to support other activities or to stimulate a personal response.

- There is insufficient progression in skills as pupils move through the key stages.
- Pupils have too few opportunities to represent shape, form and space in three dimensions on a regular basis.

Music

Standards are unsatisfactory in KS1 and KS2.

Good features

- Pupils in Y2 can identify high and low notes and use this knowledge to make simple evaluations about the music.
- Pupils in both key stages perform using a range of untuned instruments and body percussion.
- Some opportunities are provided in both key stages for pupils to listen to their compositions through use of a tape recorder and discuss the quality of their performances.
- Extra-curricular recorder groups and choir are purposeful and aid pupils' development in music. Pupils in the choir generally sing in tune with good attention to pitch and rhythm.

Shortcomings

- Many pupils throughout the school do not sing in tune with musical expression. Standards in singing in whole-school assembly are unsatisfactory; diction is generally poor. Insufficient attention is paid to posture, breathing, phrasing and dynamics.
- Some pupils in both key stages have difficulty in maintaining a steady beat and display poor rhythm in their music making.
- Pupils do not use their listening skills sufficiently to focus on the elements of music and appraise their work to refine their skills.
- Pupils throughout the school lack confidence in performing in front of an audience.
- Insufficient progression is made in pupils' performing, composing and appraising skills as they move through the school.

Physical education

Standards are satisfactory in KS1 and KS2.

Good features

- KS1 pupils are developing an awareness of space and most respond promptly to a range of cues and instructions. Well-planned dance sessions in Y2 have a positive impact on standards; more able pupils move with agility and control.
- They display a satisfactory measure of ball control and can make simple evaluations about their movements.
- In KS2, pupils show good body control and most are agile in their movements.
- Pupils achieve good standards in a range of games, which are well organised with appropriate emphasis on skill development.
- Extra-curricular sporting activities are well attended and positively enhance the curriculum. Many pupils take part in competitive sports and have achieved some success in local netball competitions. Links with the local high school have contributed positively to the dance programme and pupils' learning.
- Work in Outdoor and Adventurous Activities provides meaningful experiences for pupils in KS2.

Shortcomings

- Pupils throughout the school display limited skills in appraising their work and that of others.
- Some pupils have difficulty in listening to instructions and make little progress in skill development by the end of the session.
- Insufficient progress is made in the refinement of skills by the end of KS2.

Religious education

Standards are satisfactory in KS1 and KS2.

Good features

- The school conforms to the legal requirement for the teaching of religious education and the agreed syllabus of the LEA.
- Pupils in KS1 are able to talk with developing confidence about special days and special places.
- In Y5, pupils can discuss the purpose of religious festivals and occasions such as baptism as part of Christian life.
- In KS2, pupils are aware of the importance of rules and can give reasons why rules are essential within and outside school. Good progress is made in Y4.

- Through their written work, pupils show they have an understanding of religious concepts and symbolism in Judaism and can talk about some festivals from that religion. In Y6, pupils are able to identify connections and differences between religions.

Shortcomings

- Some of the written tasks lack appropriate challenge and depth; insufficient use is made of tasks which would encourage pupils to reflect on issues and to express their views and ideas in writing.
- The use of extended writing is under-developed in most classes, as written work mainly concentrates on drawing and the use of prescriptive worksheets.
- There is insufficient attention to differentiation to meet the needs of all pupils.

Religious studies

Personal and social education

Not applicable for this report.

Business studies

Not applicable for this report.

Child development

Not applicable for this report.

Classics

Not applicable for this report.

Community Languages

Not applicable for this report.

Computer studies

Not applicable for this report.

Drama

Not applicable for this report.

Economics

Not applicable for this report.

Electronics

Not applicable for this report.

Geology

Not applicable for this report.

Health education

Not applicable for this report.

Home economics

Not applicable for this report.

Humanities

Not applicable for this report.

Keyboard skills

Not applicable for this report.

Latin

Not applicable for this report.

Law

Not applicable for this report.

Psychology

Not applicable for this report.

Sociology

Not applicable for this report.

Vocational education

Not applicable for this report.

Other(s)

Not applicable for this report.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected in Autumn Term 1995, when the report identified the following five key issues for action:

- ensure continuity and progression within subjects on a whole-school basis;
- ensure that the process of the school development planning includes long-term plans and their financial implications;
- develop the Curriculum Cymreig and multi-cultural issues;
- overcome shortcomings in the subject areas of Welsh and music in particular and ensure that the length of teaching sessions for all subjects is appropriate;
- define clearly and more thoroughly the monitoring role of the curriculum co-ordinators.

Since the last inspection, the school has moved forward in many of the areas identified above.

- Much work has been undertaken by staff recently in planning and developing schemes of work and curriculum maps to ensure continuity and progression in pupils' learning. The school has adopted the use of LEA schemes of work in many subject areas. Although there is some progression evident in pupils' learning in most subject areas, the impact of new planning documents has yet to improve standards of achievement.
- The school development plan is a comprehensive document that serves as a solid foundation for further improvement. It identifies action to be taken and gives appropriate attention to timescales, criteria for success, resources, budget allocation and evaluation. It is informed by an appreciation of strengths and weaknesses, through monitoring by the headteacher and discussions with staff and governors.

- Some progress has been made in the development of Y Cwricwlwm Cymreig and reference to this area is evident in many policy documents and other aspects of school life. However, multi-cultural and multi-faith experiences are not a strong feature of the school and would benefit from further consideration.
- The curriculum in KS1 and KS2 is suitably structured with appropriate time allocations for each subject. Standards in Welsh are satisfactory. Most pupils throughout the school respond well to the language patterns introduced and recall of previous work is at least satisfactory and sometimes good. Some progress has been made in reading and writing since the last inspection but further development is required in order to ensure continuity and progression throughout the school. Insufficient progress has been made in music and standards are unsatisfactory in both key stages. Many pupils throughout the school do not sing in tune with musical expression. Insufficient progression is made in pupils' performing, composing and appraising skills as they move through the school.
- The role of the subject leader has improved since the last inspection and all staff undertake subject responsibilities. Most subject leaders have a good overview of their subject across the school and set annual targets for improvement. Subject leaders for the core subjects monitor and evaluate their subject which has a positive impact on standards; this needs to be extended to the foundation subjects.

8.2 Key Issues for Action

In order to build on its current improvements, the school needs to:

- continue to raise standards in all subjects which are satisfactory;
- improve pupils' speaking and listening skills;
- raise standards in information technology in KS1 and music in both key stages;*
- develop a whole-school approach to the planning and teaching of key skills, and improve standards in the use of information and communications technology (ICT) across the curriculum;
- plan suitably differentiated work to meet the needs of all pupils;
- raise pupils' spiritual awareness.

N.B. The school identifies the development of key skills and music as priorities in the current SDP.

*Music was identified as a key issue for action during the last inspection.

The inspectors wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Millbank Primary School for their co-operation during the inspection.

APPENDIX

A. 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
Post-Code	CF15 5A1
Telephone Number	029 20562595

Headteacher	Miss. G. Allen
Date of appointment	September 1997
Chair of Governors/ Appropriate Authority	Mrs. J. O'Keefe
Registered Inspector	Mrs. Susan George
Dates of inspection	25-28 September 2000

B. School Data and Indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils		18	26	24	32	29	24	24	177

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.7

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	20:1
Average class size, excluding nursery and special classes	25
Teacher (fte) : class ratio	1.2:1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	95	93	95	94
Term 2	93	96	96	95
Term 3	94	93	93	94

Number of pupils excluded during 12 months prior to inspection.	2
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C. Results of National Curriculum Assessments and Public Examinations

National Curriculum Assessment KS 1 Results: 2000			Number of pupils in Y2: 24					
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	0	25	54	21	0
		National	0	4	15	64	17	0
EN: Reading	Teacher Assessment	School	0	0	17	50	33	0
		National	0	3	16	56	25	0
	Task/Test	School	0	0	17	54	29	0
		National	0	4	16	55	25	0
EN: Writing	Teacher Assessment	School	0	0	25	75	0	0
		National	0	5	16	69	10	0
	Task/Test	School	0	0	21	75	0	0
		National	0	6	12	73	8	0
EN: Speaking and listening	Teacher Assessment	School	0	0	21	58	21	0
		National	0	3	13	65	19	0
MATHEMATICS	Teacher Assessment	School	0	0	0	83	17	0
		National	0	2	12	66	20	0
	Task/Test	School	0	0	0	79	17	0
		National	0	3	11	65	21	0
SCIENCE	Teacher Assessment	School	0	0	0	71	29	0
		National	0	2	12	71	15	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: | 75 | In Wales: | 78

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

National Curriculum Assessment KS 2 Results: 2000			Number of pupils in Y6: 24									
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	4	4	17	48	26	0
		National	0	0	1	0	1	7	24	48	19	0
Mathematics	Test/Task	School	0	0	4	N	N	0	17	57	22	N
		National	0	2	1	N	N	6	21	47	21	N
	Teacher assessment	School	0	0	0	0	0	13	13	61	13	0
		National	0	0	1	0	1	6	23	47	22	0
	Test/Task	School	0	4	0	N	N	13	17	57	9	N
		National	0	2	1	N	N	5	24	45	22	N

Science	Teacher assessment	School	0	0	0	0	0	13	13	52	22	0
		National	0	0	1	0	1	5	18	50	25	0
	Test/Task	School	0	0	0	N	N	13	13	57	17	N
		National	0	3	0	N	N	5	14	48	29	N

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school:	70	In the school:	65
In Wales:	61	In Wales:	58

- 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

D. The Evidence Base of the Inspection

Before the inspection, meetings were held with the staff, the governing body and the parents registered at the school. Eight parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 34 questionnaires returned by parents were analysed. A team of three inspectors gave nine inspector days to the inspection, in the course of which formal notes were made of 50 lessons or part-lessons. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the previous academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the headteacher and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the headteacher, staff and the governing body.

E. Composition and Responsibilities of the Inspection Team

NAME	ASPECTS	SUBJECTS
Mrs. S. George	1.0 The school and its priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and areas of learning; 5.1 Teaching; 5.3 Curriculum; 6.1 Quality of self-evaluation and planning for improvement; 6.2 Leadership and efficiency; 6.3. Staffing, accommodation and learning resources; 8.1 Progress since the last inspection; 8.2 Key issues for action.	English Welsh Art Physical Education Music Religious Education
Mr. A. Fear	3.2 Standards achieved in the key skills across the curriculum; 4.1 Pupils' spiritual, moral, social and cultural development; 5.2 Assessment, recording and reporting; 5.4 Support, guidance and pupil' welfare; 5.5 Provision for pupils with special educational needs.	Mathematics Science Information Technology Design & Technology Geography History
Mrs. C. Lewis	4.2 Behaviour and attitudes; 4.3 Attendance; 5.6 Partnership with parents and community, schools and other institutions; 5.7 Partnership with industry.	

