

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

**Moorland Primary School,  
Singleton Road,  
Splott,  
Cardiff  
CF24 2LJ**

**School Number: 6812037**

**Date of Inspection: 18/09/06**

**by**

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**Moorland 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 **Moorland Primary School** took place between 18/09/06 and 20/09/06. An independent team of inspectors, led by Dr Jim Hewitt 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 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

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## Context

### The nature of the provider

1. **Moorland Primary School** was founded in 1891 and is situated in Splott, a well established inner city area of south Cardiff. Splott is a Communities First area. The school caters for pupils between three and eleven years of age, most of whom are drawn from the surrounding locality. However, there are also a small number of pupils attending (eight per cent) who are from travellers' families. Many pupils have poor basic literacy and numeracy skills on entry to school and many come from homes which are economically disadvantaged.

2. There are currently 361 boys and girls on roll who are organised into 14 mixed-ability classes. There is a predominance of boys in the school. The school has a two-form entry structure with children taking up full-time placement in the reception class at the start of the academic year in which they are four. There are also two nursery classes, one for 17 children who attend mornings and one for nine children who attend in the afternoons. Overall, the total number of pupils on roll has been declining steadily over the past four years.

3. The school has a diverse range pupils of different nationalities and backgrounds. A large percentage (27 per cent) comes from families of mixed ethnic origin or non-white British backgrounds. Additionally, there are 27 pupils (seven per cent) who are from the families of asylum seekers. There is a very high rate of pupil mobility in addition to the regular Early Years intake and those leaving to attend secondary school. Over the last two years, 185 pupils have joined or left the school.

4. In the Early Years classes, less than half the children have English as their home language. Overall, 70 per cent of pupils have English as their first language. There are 51 pupils (14 per cent) for whom English is taught as an additional language. No pupils speak Welsh as their first language. The school shares its buildings with a small Welsh medium school.

5. Over half the school population (52 per cent) is entitled to free school meals. This is well above local authority [LA] and national averages. Two pupils are 'looked after' by the LA and four have been excluded in the past 12 months. Two pupils are withdrawn from religious education lessons. The school identifies 110 pupils (33 per cent) as having special educational needs [SEN] which is above the national average; of these, five pupils have a statement outlining their needs. The National Curriculum [NC] is not modified for any pupil and no pupils are disapplied from it.

6. The school has received several awards including the following:- the *Understanding Disability Award*, 2005; the *NAACE Mark* and *BECTA Award* for achievement in information technology, 2006; the *ECO Schools Award*, 2000 & 2002; the *Basic Skills Quality Mark* 2003; the *Healthy Schools Award* annually from 2000 to 2006, and the *Cardiff Advisory Service Bronze Arts Mark*, 2006.

7. The headteacher was appointed in September, 1994.

8. The school was last inspected in September, 2000.

## The school's priorities and targets

### 9. The school aims to:

- provide a caring, secure, challenging and enjoyable learning environment to which children, staff, parents and Governors are proud to belong;
- celebrate pupils' achievements and successes at all levels in preparation for the opportunities, responsibilities and experiences of a changing world;
- value the talents of the individual, encourage mutual respect and good behaviour, and celebrate the rich diversity within the school; and
- foster an open friendly atmosphere which encourages parents to become involved in their child's learning and social development; together, "**Making a Difference**" for the children.

### 10. General aims identified in the School Improvement Plan 2006/7 are to:

- raise standards in the teaching and learning of:
  - English, particularly in extended writing;
  - science, through increased use of information and communications technology;
  - art and dance, further developing pupils' appreciation of Welsh culture;
  - mathematics, information technology, information and communications technology, history, geography and art throughout the school;
  - design technology, by improving assessment strategies;
  - Welsh, through increased written activities;
  - religious education, by creating opportunities for children to reflect, express feelings, values and opinions;
- increase the percentage of pupils gaining level 4 in English, mathematics and science in end of key stage national assessment tests;
- focus particularly on raising standards of those pupils who are either socially disadvantaged; have English as an additional language [EAL] or have special educational needs [SEN];
- include the key skill of *y Cwricwlwm Cymreig* in all relevant schemes of work;
- review the homework policy to ensure a consistent whole-school approach;
- implement a more refined system of tracking pupil progress to include teacher assessment;
- develop a new "Place2Be Hub" to address the social and emotional needs of an identified group of children;
- deliver the new National Agreement through the remodelling of the workforce;
- continue to raise the profile of equal opportunity in relation to race within the school; and
- develop further strategies to improve attendance and punctuality.

## Summary

11. Moorland Primary is a very good school which lives up to its own motto of "Making a Difference." It provides outstanding care, support and guidance for pupils from a widely diverse range of backgrounds. When pupils leave, they are well prepared for the challenges of the next phase of their education and life. This progress is achieved through strong leadership and the continued effort of all staff to raise standards.

12. The inspection team agreed with the school's overall judgements in five of the seven key questions. In Key Questions 5 and 6, the team considered that there were outstanding features in both the school's leadership and management and its own self-evaluation processes and so gave the higher Grade 1 for each.

13. The inspection team judged the school's work as follows:

### Table of grades awarded

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

### Grades for standards in subjects inspected

14. In Key Stages 1 and 2 standards in the subjects inspected are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
History	2	3
Art	1	2
Physical education	2	2

### Standards

15. Pupils standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	73%	24%	0%	0%

16. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and show very good improvement on the grades given at the previous inspection.

17. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

18. From low baseline assessment scores on entry, children under five make very good progress and achieve good standards with no important shortcomings in using the key skills of speaking, listening, reading, writing, numeracy and information and communications technology in their activities in the six areas of learning. Their early bilingual skills are also developing well. Personal and social development is outstanding.

19. Pupils in Key Stages 1 and 2 make good progress and achieve good standards in using the key skills of listening, numeracy and information and communications technology. Good features outweigh shortcomings in their use of speaking, reading and writing skills in all subjects, but they do not use these skills regularly enough in all curricular areas. Standards in bilingual competence also have some good features which outweigh shortcomings in Key Stage 1, but there is insufficient progress and development in Key Stage 2. Pupils' knowledge and understanding of *y Cwricwlwm Cymreig* is not consistent across both key stages. Use of creative skills to enhance learning in other subjects is good.

20. In 2006, the school's results in end of Key Stage 1 national assessment tests match averages for Cardiff and Wales in English, but are slightly below them in mathematics, science and the core subject indicator (the number of pupils gaining level 2 in all three subjects) [CSI]. Generally, results have improved year on year in all subjects with school targets regularly exceeded. The number of pupils gaining the higher level 3 is below local and national averages in English and mathematics, but above them in science. When compared to similar schools across Wales (based on the number of pupils receiving free school meals), the school is in the upper 50 per cent in all three core subjects and the CSI. There is no discernible difference in the performance of boys and girls.

21. In Key Stage 2 in 2006, the school's results are below Cardiff and Wales averages in all three core subjects and well below in the CSI (the number of pupils gaining level 4 in all three subjects). There is a steadily improving trend with school targets well exceeded. The number of pupils gaining the higher level 5 in all three subjects is below local and national averages. When compared to similar schools across Wales, the school is in the upper 50 per cent in English and mathematics, and in the lower 50 per cent in science and the CSI. There have been dramatic fluctuations year on year in the performance of boys in relation to that of girls, but when considered over a longer period no clear pattern emerges.

22. In conjunction with the LA, the school sets challenging targets for pupils to attain at the end of both key stages. In recent years, the school has regularly exceeded the agreed targets despite the continued irregular intake of pupils and the increasing number of pupils with SEN or who have English as an additional language. A

significant proportion of pupils in the latter two categories attained the levels expected for their age, which is an outstanding achievement for them. Some more-able pupils, however, are working well within their capabilities and achieving modestly in terms of their real potential.

23. Overall, however, the majority of pupils make good progress towards fulfilling their potential and moving on to the next stage of learning; this is outstanding in the Early Years. In Key Stage 1 and Key Stage 2 they make good progress overall in both core and foundation subjects and have a very clear understanding of what they are doing, how well they are progressing and what they need to do to improve.

24. Pupils' positive attitudes to their work and to learning and the focus they show when working collaboratively or individually is outstanding. Research skills and problem-solving skills are developing well and they are well prepared for the next phase of learning and for the world of work. However, their library skills are under-developed.

25. Pupils make very good progress in their personal and social education [PSE], Group discussion (Circle Time) contributes significantly to this. They behave well and treat each other and staff with respect and consideration. Older pupils show keen sensitivity to the needs of younger pupils through the School Council and through 'buddy time'. Pupils broaden and develop their understanding of social and moral issues through their involvement in healthy living and sustainability projects, and their awareness of disability. Through their full involvement in the wide range of school activity they develop abilities to work as a team and for the community. Their awareness of equal opportunity issues and respect for the diverse cultures, beliefs and backgrounds of others is an outstanding feature.

26. The school places a high priority on attendance and punctuality but, despite its considerable efforts, attendance rates remain below expected levels for primary schools.

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

27. The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
14%	67%	19%	0%	0%

28. Overall, teaching is good and has improved significantly since the previous inspection. The quality of the teaching for children under five is consistently good with some outstanding features. Teachers and teaching assistants [TAs] work effectively as teams, and the relationship between staff and pupils is outstanding. TAs are a valuable teaching resource. Lessons graded 1 are marked by excellent organisation, intuitive questioning, constructive feedback and an infectious enthusiasm which highly motivates the pupils.

29. The quality of teaching and support for pupils with SEN and for those with EAL is also good with outstanding features. Class teachers have a good understanding of the needs of pupils in both these categories and successfully provide work that is

well suited to them. The Special Educational Needs Coordinator [SENCo]; the Ethnic Minority Achievement Service [EMAS] teacher, support teachers and assistants know and understand the needs of the pupils with whom they work extremely well. They play an outstanding role in assisting them to benefit from all aspects of the school's provision and in helping them to achieve their potential.

30. Generally, teachers plan thoroughly and prepare appropriate tasks for all pupils. They make effective use of resources and have a comprehensive knowledge of the subjects they teach. The pace of lessons is good and teachers ensure that pupils are aware of lesson objectives. Teachers meet the language needs of pupils from a wide range of language backgrounds very well considering that a third have EAL. However, there are shortcomings in the bilingual teaching of Welsh and English. The promotion of equality of opportunity by staff for all regardless of gender, race or disability is an outstanding feature of teaching.

31. Just under a fifth of the lessons observed were identified as having good features which outweigh shortcomings. In these, pupils are not always aware of the purpose of the tasks they are undertaking, and instructions and explanations are not clear. In some lessons, insufficient time is allowed for pupils to complete work or for a plenary session to take place. The most common shortcoming identified was the lack of challenge for more-able pupils.

32. Teachers work closely together to ensure continuity in curriculum content and lesson planning. Planning for the delivery of the key skills is currently being incorporated into this, although its application in practice is inconsistent. The school has also identified the need to extend their key skills framework document to include *y Cwricwlwm Cymreig*, problem-solving skills and creative skills in order to ensure progression and continuity in learning. In particular, teachers fail to plan appropriately for the development of pupils' bilingual skills. This is a shortcoming.

33. The quality of assessment and its use in helping to raise standards across all subjects in the school has outstanding features. It fully meets statutory requirements. Rigorous, consistent, and comprehensive procedures are in place which record and track pupils' progress from the time they start school. The quality of moderated portfolios of pupils' work, the constructive marking and feedback provided for pupils and the involvement of pupils in their own self-evaluation is outstanding.

34. The school provides a broad and balanced curriculum that meets the statutory requirements of the NC and the locally-agreed syllabus for religious education. It meets the needs of pupils well including those with SEN, newly arrived ethnic minority pupils or those who are new to English. Through its effective schemes of work, it builds systematically on what pupils know and can do. The curriculum provision for the under-fives is outstanding.

35. The school makes outstanding provision for out-of-school activities and enrichment of the curriculum through a very good range of clubs, sporting activities and cultural events. The school successfully promotes pupils' spiritual, moral, social and cultural development. Collective worship is of a broadly Christian nature. It meets statutory requirements and effectively enhances pupils' spiritual awareness.

36. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences. The school successfully promotes pupils' awareness of the world of work and enjoys partnerships with a range of relevant agencies such as *Careers Wales* and the *Business in the Community* initiative. The curriculum reflects national priorities very well. Awareness and understanding of sustainable development and global citizenship is good. Pupils' entrepreneurial skills are developing well and the school lays strong foundations for lifelong learning and community regeneration. The commitment of the school to social inclusion, to promoting equal opportunities and in its celebration of diversity is exemplary.

37. The school places a high priority on pastoral care and members of staff provide outstanding guidance and support for all pupils in their educational progress, social development and personal welfare. There are full and productive partnerships with a range of agencies and with parents. Induction and transition procedures for pupils joining and leaving the school are highly effective. The quality of relationships is exemplary and contributes significantly to pupils' confidence, positive behaviour and self-esteem. Additionally, they have access to an effective programme for their PSE.

38. Pupils' behaviour, performance and attendance are monitored rigorously. Clear policies and procedures are in place to promote health and safety and healthy living. Child protection arrangements are effective and clearly understood by all with training regularly updated.

39. The quality of provision for pupils with additional learning needs is good with outstanding features. Learning support teachers and TAs are extremely knowledgeable about the needs of the pupils with whom they work, including those with SEN, or who have English as an additional language or have emotional and social difficulties which affect their behaviour. The SENCo works closely with classroom teachers, the EMAS teacher, and the educational psychology service to ensure that identification, assessment and intervention procedures are very efficient and effective.

40. The school's promotion of equal opportunities is an outstanding feature. The inclusive ethos of the school reflects its comprehensive documentation. Boys, girls, pupils with SEN, pupils with disabilities, pupils from ethnic minority groups or from a range of cultural backgrounds have full and equal access to provision. Measures to eliminate bullying, harassment, or discrimination are highly effective.

### **Leadership and management**

41. The headteacher provides very strong leadership and a gives clear sense of direction to the school. Her leadership and the shared sense of purpose she has developed among staff have resulted in outstanding improvements since the previous inspection. The deputy headteacher and senior management team provide committed support and, as part of their responsibilities, continually seek to find ways of raising standards. Curriculum leaders contribute significantly to this process through their excellent monitoring, planning, evaluation and feedback procedures.

42. The headteacher places a great deal of emphasis on the professional development of all members of staff. The setting of appropriate targets at all levels has had a very positive impact on improving provision and raising standards. Very good account is being taken of local and national priorities. However, the school has identified the need to do more to promote bilingualism.

43. The school's broad aims, values and policies are well suited to the age, abilities and background of the pupils and match their needs. A very strong ethos of equal and fair treatment for all is a fundamental feature in the policies and reflected in the school's daily life and work. The school improvement plan [SIP] is a very effective and comprehensive working document to which all members of staff contribute and which plans carefully for strategic development.

44. The Governing Body [GB] is highly supportive of the school and makes a good contribution to its success. Governors fully understand their responsibilities and contribute effectively to strategic planning. They fulfil their budgetary and statutory responsibilities well. The school's self-evaluation report identifies the need for more governors to take advantage of the training opportunities provided by the LA.

45. The headteacher and deputy headteacher have a very good overview of the school and its work. The monitoring of pupils' progress, curriculum leaders' evaluation of provision in their subjects, and the procedures for obtaining information from staff, pupils and parents are all outstanding.

46. Priorities for development in the SIP are agreed following careful audits and analysis of information. Identified priorities for raising standards are carefully resourced. The school works hard to obtain grants and funding to supplement the school's allocated budget.

47. Priorities set in previous improvement plans have been met, and very good progress has been made since the previous inspection; particularly in the steady raising of standards. From a low baseline, pupils make good progress and now perform at levels similar to national and LA averages.

48. The school is suitably staffed with well qualified and well trained teachers and TAs, who are deployed to very good effect. Good use is made of teachers with particular areas of expertise. Good support is provided by administrative, catering and caretaking staff. Resources and accommodation are good and under constant review. The external learning environment for Early Years is outstanding. Financial management is careful, considered and effective. Spending accords with the priorities set by the GB in the SIP. This is an outstanding feature. The school provides good value for money.

## Recommendations

In order to move the school forward, the staff and governing body need to:

**R1** Improve standards in pupils' bilingualism ensuring progression throughout the school.

**R2** Continue to adapt and improve provision in the core subjects to take account of the changing composition of the school's population in order to raise standards further.

**R3** Develop comprehensive strategies to stimulate and challenge more-able pupils across all National Curriculum subjects.

**R4** Extend the current key skills framework to include the common requirements identified in the National Curriculum and ensure their consistent application in practice.

**R5** Further improve attendance and punctuality, particularly that of pupils in the Early Years.

**Note:** The school has already identified R2, R4 and R5 in its own self-evaluation report and school improvement plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

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

49. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

50. The composition of the school is rapidly changing. The school has a high and increasing percentage of pupils for whom English is an additional language, the percentage of pupils with SEN well exceeds national averages, and there is a high rate of pupil mobility with a significant number of pupils entering the school other than in Early Years. Additionally, over half of the pupils in the school receive free school meals. Comparisons made with similar schools nationally are based on data relating to schools which only have a third of their pupils receiving free school meals.

51. During the time of the inspection, pupils standards of achievement in the lessons observed were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	73%	24%	0%	0%

52. These percentages are higher than the Welsh Assembly Government's all-Wales targets for 2007 and show very good improvement on the grades given at the previous inspection.

53. In Key Stage 1 and Key Stage 2, standards of achievement in the subjects identified for inspection are as follows:

Inspection Area	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Information technology	2	2
History	2	3
Art	1	2
Physical education	2	2

54. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.

55. Baseline data available since 2003 indicates that pupils start the reception year with scores lower than the LA average and that levels of attainment on entry are steadily reducing. The proportion of children who are just starting school whose home language is not English has increased significantly since the last inspection and continues to rise.

56. However, children under five make very good progress and achieve good standards with no important shortcomings, in using the key skills of speaking,

listening, reading, writing, numeracy and information and communications technology in their activities in the six areas of learning of Desirable Outcomes. Their early bilingual skills are also developing well. Personal and social development is outstanding.

57. Overall, in Key Stage 1 and Key Stage 2, pupils' use of the key skills has good features that outweigh shortcomings. Pupils listen attentively to their teachers' instructions and explanations and give appropriate consideration to what their peers have to say. Standards and progress in numeracy are good, with number skills being used well in other subjects. Pupils' use of information and communications technology [ICT] has improved greatly since the previous inspection and some pupils are highly competent in their use of word processors, databases, graphs, the interactive whiteboard and digital cameras in their lessons. However, pupils do not use their speaking, reading and writing skills regularly enough across the curriculum and so these are under-developed.

58. Pupils throughout the school recognise and respond to simple instructions in Welsh, but the development of their bilingual skills lacks progression. This is particularly apparent in Key Stage 2. Pupils' reading and writing of Welsh across the curriculum is under-developed. Their knowledge and understanding of *y Cwricwlwm Cymreig* has some good features, but lacks depth of understanding of Welsh culture. Pupils' creative skills are well developed and used to good effect to enhance work in other subjects.

59. In 2006, the school's results in end of Key Stage 1 national assessment tests match averages for Cardiff and Wales in English, but are slightly below them in science, mathematics, and the core subject indicator (the number of pupils gaining level 2 in all three subjects) [CSI]. Generally, results have improved year on year in all subjects with school targets regularly exceeded. The number of pupils gaining the higher level 3 is below local and national averages in English and mathematics, but above them in science. When compared to similar schools across Wales (based on the number of pupils receiving free school meals), the school is in the upper 50 per cent in all three core subjects and the CSI. There is no discernible difference in the performance of boys and girls.

60. In Key Stage 2 in 2006, the school's results are below Cardiff and Wales averages in all three core subjects and well below in the CSI (the number of pupils gaining level 4 in all three subjects). There is a steadily improving trend with school targets well exceeded. The number of pupils gaining the higher level 5 in all three subjects is below local and national averages. When compared to similar schools across Wales, the school is in the upper 50 per cent in English and mathematics, and in the lower 50 per cent in science and the CSI. Despite dramatic fluctuations year on year, there is no clear pattern of difference in the performance of boys and girls.

61. The school successfully adds value to the standards pupils achieve. It uses information from the baseline assessments to predict pupils' performance in the Key Stage 1 assessments. These results are used in turn to predict pupils' performance at the end of Key Stage 2. In 2006, pupils at both key stages performed better than predicted, maintaining trends established over many years.

62. Overall, the progress most pupils in both key stages make towards fulfilling their potential is good, it is very good in the Early Years. They are well prepared and ready to move on to the next stage of their learning. They successfully acquire new knowledge, develop their ideas, and increase their understanding. Pupils have a very good understanding of what they are doing and how well they are progressing. In lessons, pupils are well informed and clear about what they need to do to improve their work. In the best examples, teachers' marking of pupils' work provides clear written advice as to what they need to do to improve.

63. Pupils with SEN respond very well to the support they receive and achieve well in relation to their age and ability. The school is particularly successful in helping pupils to succeed regardless of their social, ethnic or linguistic background. Pupils benefit very well from the tailored programmes of support provided by the school and visiting specialists. However, some more-able pupils do not undertake work which is sufficiently challenging and are working well within their capabilities and achieving modestly in terms of their real potential.

64. Pupils have very positive attitudes towards their work and show great interest in what they are doing. They are highly motivated to learn and work productively during the whole of the lesson. When engaged in individual, paired or group activity they remain focused and engaged in their efforts to accomplish the task. This is an outstanding feature. They engage competently in a range of research related to the topics they are studying using books and the Internet. However, their library skills are generally under-developed. Their problem-solving skills are improving as they are increasingly provided with tasks to challenge their thinking, one example being where pupils use an interactive science program to predict the path of a beam of light using mirrors.

65. Pupils are very well behaved. The foundations of good behaviour are laid very effectively from the Early Years. Pupils develop into self-confident, mature young people from an early age. They know what is expected of them and they are courteous and friendly to adults and to each other. Throughout the day they move sensibly in and around the school and between the two buildings showing a high degree of self-discipline.

66. Pupils make very good progress in their PSE. In their positive interactions with teachers, they develop a strong understanding of themselves and how they fit in to the world around them. They take part in regular group discussions (Circle Time) and through this share concerns and develop empathy for others. The good relationships developed are evident in the way pupils readily collaborate and support each other when working in pairs or small groups. Older pupils are sensitive to the needs of the younger ones. The School Council and the 'buddy system' have an important role in maintaining good relationships and ensuring that all pupils have a friend at playtimes and lunch-times. They take their responsibilities seriously and show great commitment to their roles.

67. Through participation in lessons, assemblies, the school council and extra-curricular activities, pupils further develop their skills in working as part of a team and as members of the school community. They take a mature responsibility for

their actions, and demonstrate a high degree of honesty and fairness in their dealings with others.

68. The progress pupils make in their personal, social, moral and wider development is good with outstanding features. Relationships are very strong and this enables pupils to develop their own personal values while maintaining respect and understanding for the values of others. They are keen to broaden and develop their own understanding of social, moral and spiritual issues and respond well to opportunities for reflection and appreciation of a wide range of subjects and issues.

69. Pupils' awareness of equal opportunity issues and their respect for diversity is an outstanding feature of the school. As they progress through the school, pupils gain increasing respect for the many and varied cultural traditions, diverse beliefs, attitudes and values represented within the school community and the wider world.

70. The school prepares pupils well for their effective participation in the workplace and the community. Pupils enjoy learning about the world of work when visitors come to the school and have benefited from the school's links with the local police, the Fire Service, the RNLI and Careers Wales.

71. The school places a high priority on attendance and punctuality but, despite its considerable efforts, attendance rates remain below expected levels for primary schools. Attendance rates for pupils of compulsory school age just reach 90 per cent, but attendance in the nursery and reception classes is considerably lower than the rest of the school, averaging only 81 per cent and 87 per cent respectively.

72. Much of the absence is caused by a small group of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve.

73. A significant proportion of the school's population is transient which has an adverse effect on attendance rates. Teachers work hard to minimise the disruption caused by non-attendance, and pupils are well supported when they return to school after a period of absence.

74. Registration is conducted efficiently, but is sometimes hampered by the frequent late arrival of a minority of pupils. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

## The quality of education and training

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

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

75. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

76. The quality of teaching in the lessons observed was judged as follows:

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

77. Teaching has improved significantly since the last inspection. The promotion of equality of opportunity by staff for all regardless of gender, race or disability is an outstanding feature of this.

78. The quality of the teaching for children under five is consistently good with some outstanding features. Adults stimulate and challenge pupils to do well. All teachers and teaching assistants intervene effectively and provide children with a very good range of practical activities to extend their knowledge and understanding. They are aware of recent developments in the Early Years curriculum and are adapting their teaching accordingly.

79. Overall, the quality of teaching in Key Stages 1 and 2 is good. Teachers and TAs work effectively as teams, and the relationship between staff and pupils is first-class. Teachers make their expectations regarding work and behaviour very clear and they manage pupils very effectively using praise and humour. There is a strong level of respect between staff and pupils. This successfully fosters and develops pupils' positive attitudes to learning and promotes their achievement of high standards.

80. In the lessons which have outstanding features, members of staff:

- are highly organised and include a range of resources and strategies to stimulate and motivate the pupils;
- have very high expectations of behaviour and achievement;
- use well considered questions to challenge thinking for pupils of all abilities;
- provide constant constructive feedback to consolidate learning; and
- completely engage the pupils through their own infectious enthusiasm.

81. In the majority of lessons where teaching is good, members of staff:

- use a good range of resources which are appropriate to pupils' age and ability;
- make learning objectives clear at the outset and consolidate them during the lesson;
- build effectively on previous learning;
- give clear instructions and explanations;

- deliver lessons with good pace to meet deadlines;
- deploy staff well to keep pupils focused and on task;
- use effective strategies to overcome inappropriate behaviour;
- incorporate pupils' own experiences and contributions effectively into the lesson; and
- use outside agencies and voluntary support to good effect.

82. In those lessons which have some shortcomings, members of staff **do not**:
- make pupils aware of the purpose of the tasks they are undertaking;
  - provide clear instructions and explanations;
  - allow sufficient time for pupils to complete written tasks or participate in an effective plenary session; or
  - challenge pupils sufficiently (especially the more-able pupils).

83. The provision for pupils with English as an additional language is very effective. Teachers ensure that work provided is at an appropriate level to meet the language needs of particular pupils. Members of staff from the EMAS team are based at the school. They make an outstanding contribution in supporting pupils at the early stages of their language acquisition in their lessons and monitoring the school's provision.

84. Work is well planned to support pupils with SEN. Classroom teachers plan thoroughly and prepare appropriate tasks, support and resources for this group of pupils. All members of staff are fully involved in the process of planning activities to enable pupils with SEN to meet the targets identified in their individual educational programmes [IEPs]. Additionally, the SENCo, support teachers and TAs provide very effective individual and group support for pupils who have difficulties with their reading and writing through the implementation of a range of schemes designed to improve literacy. However, the needs of more-able and talented pupils are not consistently met across all classes and subjects.

85. Teachers demonstrate a secure knowledge of the subjects they teach, and effectively use their specialist knowledge and the resources available to enhance the quality of lessons. Throughout the school, teachers treat all pupils equally, consistently and fairly, and ensure that everyone has access to all the opportunities and experiences offered. This is an outstanding feature. However, although teachers meet the language needs of pupils from a wide range of language backgrounds very well, considering that a third have English as an additional language, there are shortcomings in the bilingual teaching of Welsh and English. Teachers fail to take advantage of incidental opportunities to develop skills as they arise or to plan situations where bilingualism could be promoted.

86. TAs have a good understanding of pupils' needs, especially those with more complex difficulties. They show good awareness of the subjects taught and generally contribute effectively to the progress that pupils make in learning, behaviour, personal development and social skills. They are a valuable teaching resource.

87. Teachers work closely together to ensure continuity in curriculum content and lesson planning. Planning is based on comprehensive and regularly reviewed schemes of work. The two teachers in each year group do their planning jointly to

ensure full coverage of each subject and full access for all. Pupils are set for mathematics and this is generally effective for the wide range of ability currently present. Literacy support is provided either by individual or small group withdrawal or by in-class support. This is carefully managed to ensure full access to the NC. Lessons are evaluated by the teachers on a weekly basis and depending on the effectiveness of the lesson and degree of pupil progress subsequent planning is modified.

88. Planning for the delivery of the key skills of literacy, numeracy and information and ICT is currently being incorporated into the schemes of work and the school has produced a useful framework to implement this. The school has identified the need to extend the framework to include the common requirements identified in NC documentation (*y Cwricwlwm Cymreig*, problem-solving skills and creative skills). Teachers are at an early stage in monitoring the effectiveness of this in practice.

89. The quality of assessment and its use in helping to raise standards across all subjects in the school has outstanding features. Rigorous, consistent, and comprehensive procedures are in place which record and track pupils' progress from the time they start school. The school has a range of data at its disposal from which to set appropriate targets for pupils' improvement. Any difficulties are quickly spotted and properly focused intervention is prepared. Currently, the school is working with the LA to develop a new computerised tracking system for recording pupils' progress and providing targets for their future development.

90. Assessment procedures meet statutory requirements. On entry to school, children in both the nursery and reception classes are assessed carefully. This, and very careful, detailed daily ongoing assessment by the teachers and TAs, are well used to underpin all teachers' planning and to record and monitor children's progress over time. The consistent application of these processes ensures that pupils are supported effectively and are a basis of reporting to parents accurately.

91. Different groups of pupils are clearly identified and tracked including those with additional learning needs, and those from different ethnic groups or from travellers' families. The IEPs of pupils, who have been identified as having SEN, have clearly defined targets, which are detailed and achievable. They also help teachers to plan suitable class work and to focus the support given by TAs.

92. Moderated portfolios of pupils' work are very well developed and purposefully used by curriculum leaders as a means of establishing levels of achievement. Some practical subjects such as physical education have video evidence to support assessment and recording and this is an outstanding feature. Pupils' work is marked regularly and positively. Identified focused marking each week in one foundation and two core subjects helps pupils to focus on what they need to do to improve the quality of their work. Again, this is an outstanding feature.

93. Pupils are fully involved in evaluating their own progress. They are eager to show their work to visitors and indicate that they feel their efforts are valued. They understand the marking process and focus on the comments teachers make about what they need to do to improve their work. At the end of lessons, teachers frequently discuss with pupils what and how effectively they have learnt a concept

during the session. Individual targets for improvements are planned and thoroughly shared with pupils and this also helps them to evaluate their own learning.

94. Reports to parents are informative and give parents a detailed picture on progress, social skills and attitudes to learning. There are many formal and informal opportunities for parents to visit and discuss their children's progress. Pupils also write their own reports at the end of each academic year.

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

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

95. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

96. The curriculum meets the needs of pupils well. It is equally accessible to all and is flexible enough to meet the needs of newly-arrived ethnic minority pupils or those who are new to English. It also provides very good support for pupils with SEN and ensures that pupils make suitable progress in every subject.

97. The school provides a broad and balanced curriculum which builds systematically on what pupils know and can do. It meets the statutory requirements of the NC and the locally agreed syllabus for religious education. The school's provision for PSE reflects national recommendations and includes sex education, drug and substance awareness. The curriculum is very well supported by comprehensive schemes of work that provide clear progression and continuity in pupils' learning.

98. The overall quality of educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes. Children have good access to planned indoor and outdoor experiences and opportunities. These experiences lead naturally into NC programmes of study. This is an outstanding feature of provision.

99. Arrangements to ensure that all pupils acquire the key skills of communication, numeracy, ICT and PSE, and apply them across the curriculum, are being developed. Although there is an effective framework in place this has not yet been fully and consistently incorporated into the schemes of work and short-term planning to ensure suitable progression. The school has also identified the need to extend their framework to include *y Cwricwlwm Cymreig* and problem-solving activities. Pupils' knowledge and understanding of the Welsh dimension, for example, is inconsistent across classes and lacks continuity and development of learning. In particular, insufficient attention has been given to addressing pupils' bilingual skills. This is a shortcoming.

100. A particularly effective element in the curriculum is the outstanding provision for out-of-school activities and the enrichment of the curriculum by a very good range of clubs, cultural and sporting activities. All pupils have access to the wide range of

extra-curricular activities including a range of sports, Welsh, computer, Internet surfing and camera clubs. Take-up is high. Links with *Sport in the Community* and *Dragon Sport* provide further experiences for pupils.

101. The school has close links with the Welsh National Opera with 12 pupils having performed with the company in performances of *Tosca* and the *Barber of Seville*. Pupils have taken part in an operatic production of *Cinderella* with the Gate Arts company and helped design a brochure for the production. Travelling theatre companies and story tellers have visited the school. Pupils are offered a range of music tuition from peripatetic teachers. Several pupils belong to county musical ensembles.

102. Wide use is made of the local area to support areas of learning. Pupils have visited local galleries and Caerphilly Castle to support their work in history and *y Cwricwlwm Cymreig* and used their local environment to support work in art history, geography and religious education.

103. The school promotes pupils' spiritual, moral, social and cultural development well. It provides pupils with a strong sense of right and wrong. Pupils are encouraged to behave as responsible members of their local community and of the wider world. Collective worship is of a broadly Christian nature and effectively enhances pupils' spiritual awareness. Acts of collective worship meet statutory requirements. Assemblies help to foster pupils' personal development, extend their social and cultural understanding and also provide good opportunities for recognition of individual achievements.

104. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences. An outstanding feature of the partnership with parents is the way in which the school actively seeks their views, often acting upon their recommendations.

105. The school works tirelessly with parents to encourage them to play an active part in the life and work of the school and to become involved in their children's education. Parental involvement in a range of family learning projects has been very successful and benefited both pupils and parents.

106. Many parents are highly supportive of the school; they appreciate its welcoming nature and value the ready access they have to the headteacher and staff through the school's 'open door' policy. Communication between home and school is very effective and parents have readily accepted the positive home-school agreement.

107. Many parents and friends give freely of their time supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. The Friends Association organise social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.

108. The school has established successful working partnerships with other local schools, especially with the secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from Key Stage 2 to Key Stage 3. Arrangements for the transfer of pupils are good and ensure that Year 6 pupils look forward to secondary school and approach it with confidence.

109. The school has developed a good working partnership with an initial teacher training institution and regularly provides training facilities for student teachers and students undertaking work experience placements. Students are well supported by staff and make a good contribution to the life and work of the school.

110. The many positive links with the local community are very effective and contribute significantly to pupils' learning in a number of curriculum areas. The school and its various activities are well supported and valued by the local community.

111. The school successfully promotes pupils' awareness of the world of work, and the vocational aspect of the PSE programme is well addressed by teachers. Through their visits to a variety of retail, commercial and industrial sites, pupils are gaining first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield.

112. The school enjoys positive partnerships with a range of relevant agencies, including *Careers Wales* and the *Business in the Community* initiative. Teachers have undertaken relevant business courses, which have contributed to professional development and enhanced curriculum provision for pupils.

113. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are highly successful and pupils make progress regardless of their ability, gender, race or backgrounds. The school's commitment to social inclusion is exemplary. Pupils know they are valued equally and as individuals.

114. Pupils' awareness and understanding of sustainable development and global citizenship is good. The school demonstrates a commitment to the environment and makes good efforts to act in a sustainable way. Pupils are involved in re-cycling and composting schemes and regularly consider issues of sustainability and how to manage energy and water consumption. They have been actively involved in developing the school garden and grounds.

115. The commitment of the school in celebrating diversity and in promoting equal opportunities for everyone is reflected in pupils' understanding of global citizenship. Older pupils, in particular, are aware of the economic and social inequalities that exist nationally and throughout the world. The successful links with a school in Finland give pupils good insight into the life and work of people in a contrasting European country.

116. Pupils' entrepreneurial skills are developing well. Pupils run the school's healthy-eating tuck shop, which gives them valuable insight into the running of a

business. They show initiative and flair in their fund-raising efforts for a range of local and national charities.

117. The school is successfully laying the foundations for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club and the range of after-school activities is greatly valued by families. The headteacher, staff and governors are fully committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local community and to support children and their families.

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

Grade 1: Good with outstanding features
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118. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

119. The school places a high priority on pastoral care and members of staff provide outstanding guidance and support for all pupils. The headteacher and staff know and understand their pupils very well and effectively monitor and support their educational progress, their social development and their personal welfare.

120. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become fully involved; the school listens carefully to them, and their views are well considered and acted upon.

121. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are highly effective and ensure pupils settle quickly into their new environments. The youngest children in the Early Years unit are settling in well and are happy and secure in their work and play. Feedback from the secondary school confirms that pupils who transfer settle quickly and confidently into the next stage of their education with minimal disruption.

122. The school provides outstanding personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and adults in the school. Pupils are confident in seeking the help and support of staff; they readily turn to adults for help and are listened to and treated with kindness and respect. The quality of relationships between staff and pupils is exemplary and contributes significantly to pupils' confidence, positive behaviour and self-esteem.

123. Pupils have access to an effective PSE programme, in line with national guidelines, which contributes significantly to the quality of support and guidance offered to them. "Circle time", in particular, is having a positive impact on pupils' emotional, personal and social development.

124. Pupils' behaviour, performance, attendance and punctuality are monitored rigorously. The school's policies and procedures to promote good behaviour are very effective and teachers are skilled at implementing a range of effective strategies to

secure positive behaviour and attitudes. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the LA when necessary. These arrangements work well, effectively improving pupils' behaviour. Very good arrangements are in place to support pupils who have had short-term exclusions.

125. The academic performance of pupils is monitored carefully and pupils take an active role in the setting and monitoring of their individual targets and in planning their own progress. The headteacher monitors attendance and punctuality carefully, and effective follow-up procedures are in place, including regular liaison with the education welfare service.

126. The school has clear policies and procedures in place to promote health and safety, including risk assessment and every reasonable measure is taken to ensure staff and pupils work in a safe and secure environment. Pupils are well supervised during break-times and security systems, including closed-circuit television, contribute to the secure nature of the buildings and grounds. Well established arrangements are in place to deal with any accidents and emergencies.

127. As part of the *Welsh Network of Healthy Schools* initiative the school is highly successful in promoting healthy eating and a healthy lifestyle. Pupils can buy fruit at break-time and they have ready access to fresh water throughout the school day. Pupils have a good understanding that eating a balanced diet and exercising regularly is good for their health and well being.

128. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them. The school's policy and procedures to deal with child protection issues are clearly understood by all staff and training is regularly updated. Good working partnerships have been developed with social services and a range of other external welfare agencies.

129. The provision for learners with additional needs is good with outstanding features. The provision for SEN fully meets the requirements of the SEN Code of Practice for Wales and is very well managed by the SENCo. The school has established effective early identification procedures and applies successful strategies to ensure that all pupils with SEN have full access to the NC. Detailed assessment and careful monitoring of need contribute significantly to raising pupil achievement. The SENCo has an excellent understanding of pupils' needs. This is an outstanding feature.

130. The SENCo, EMAS and classroom teachers work closely together to ensure that individual educational and language programmes closely match the needs of pupils and that parents, pupils and support staff have regular opportunities to contribute. Assessment records, examination of pupils' work and review of ongoing programmes reveals that very good progress is being made.

131. Pupils are well-supported by a dedicated and effective staff who are extremely knowledgeable about the needs of the pupils with whom they work, whether they have special learning needs, are learning English as an additional language or have

emotional and social difficulties which affects their behaviour. Teachers give great consideration to ensuring that lessons meet the full range of needs. Additionally, pupils receive effective support from a range of trained and committed external professionals such as the educational psychologist, language teachers for pupils whose first language is not English, literacy specialists, behaviour support teachers and staff from the Social and Health services.

132. Arrangements for delivering support in the withdrawal rooms to a group of pupils with a high level of need are very effective. Lessons are well planned and organised; teaching is pitched at exactly the right level in relation to the pupils' ability enabling them to make good progress in literacy and reading. Learning takes place in a stimulating and purposeful atmosphere in which objectives are clear and understood by all. Pupils enjoy the sessions, understand the need for support and comment positively on their own progress. There is no stigma attached to pupils attending specialist sessions or receiving in-class support. Sessions are organised to ensure that pupils do not consistently miss the same lessons, thereby ensuring that they have full access to the whole of the curriculum.

133. Pupil behaviour is generally very good as a result of the application of a clear policy and effective strategies; a strong ethos of mutual respect and understanding; and a comprehensive framework of guidance and support including the extensive use of 'Circle time' and a consistently applied reward and sanction system. There are many opportunities provided for all pupils to develop self-esteem and self-worth. The small number of pupils who have received short-term exclusions have been appropriately supported and returned to school successfully.

134. The school's promotion of equal opportunities is an outstanding feature. All relevant policy documentation relating to gender, race, bullying, and disability are in place and the general inclusive ethos of the school successfully reflects its policies. Equal opportunities are discussed at each GB meeting and any issues that may have occurred over the last term are addressed thoroughly.

135. Members of staff work hard to ensure that pupils know that they are valued and respected. They provide outstanding support and guidance whatever pupils' social, educational, ethnic or linguistic background.

136. Boys and girls have equal access to the curriculum and to all opportunities within the school. Boys are encouraged to play netball and the girls are given the opportunity to train and play in the school soccer and rugby teams. The school employs both male and female lunch-time supervisory staff. Following analysis of data, the school identifies trends in the comparative performance of different cohorts of pupils and successfully takes measures to address any developing trend.

137. In a culture of mutual respect and support, members of staff work hard to ensure that all pupils have equal access and an equal chance to succeed. Pupils with SEN and those from a range of cultures and backgrounds are fully integrated into classes right across the school. Success and good progress are fostered and celebrated whenever possible. Zoned playground activity together with the extra-curricular sessions, encourage interaction between all pupils. Pupils accept each

other as equal members of the school community. Pupils are not stereotyped because of their gender, ethnic origin or ability.

138. The school recognises its responsibility to promote good race relations across all areas including religious education and the personal and social programme of work. It strives to celebrate differences and promote respect in assemblies. Pupils across the school very have good awareness of racial issues and respect and recognise diversity. Teachers take every opportunity to extend pupils' knowledge and understanding of the broader aspects of living in a multicultural society.

139. The school has effective measures to enable it to eliminate harassment, bullying and discrimination, and to develop a supportive, inclusive ethos. It has addressed behavioural issues positively and pupils benefit from good systems which reward and celebrate good behaviour. Pupils are fully aware of the systems for dealing with incidents of bullying or unacceptable behaviour. The systems are fully adhered to and very effective. The school is rigorous in its dealing with any isolated incident of racial harassment and closely follows LA guidelines.

140. The school makes very good efforts to ensure that pupils with disabilities are treated equally. To this end, it has produced an appropriate disability access plan and has subsequently carried out reasonable adjustments to the building to ensure it is fully accessible to all pupils and adults with physical disabilities.

## Leadership and management

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

#### Grade 1: Good with outstanding features

142. The findings of the inspection team differ from the judgements made by the school in its self-evaluation report. Although the school's overall judgement for this key question was Grade 2, its judgements about the quality of leadership and management identified many outstanding features which the inspection team's evidence confirms. In particular, the progress made since the last inspection, the continued improvements made in provision and the consistent raising of standards are outstanding when considered in relation to the rapidly changing composition of the school.

143. The headteacher provides outstanding professional leadership and management. She is highly committed to the school and strives for pupils to achieve their very best. She gives very clear direction to the life and work of the school and successfully promotes shared values about learning, behaviour and relationships. In this, she is ably supported by the deputy headteacher. Their complementary skills and strengths effectively turn policy into practice, and maintain and promote high expectations. Members of staff with leadership and management roles are well aware of their responsibilities for improving standards and the quality of provision, and work well together and with their colleagues in achieving them.

144. The school's broad aims and values are well suited to the age and abilities of the pupils and to the school's setting. They form the basis of the school's policies and are well reflected in its life and work. The school successfully promotes full equality of opportunity and monitors this closely.

145. The school takes very effective account of national priorities such as the National Literacy and Numeracy Strategies, sustainable development and global citizenship, and healthy living. It has achieved a range of awards including *Understanding Disability Award*, 2005; the *NAACE Mark* and *BECTA Award* for achievement in information technology, 2006; the *ECO Schools Award*, 2000 and 2002; the *Basic Skills Quality Mark* 2003; the *Healthy Schools Award* from 2000 to 2006, and the *Cardiff Advisory Service Bronze Arts Mark*, 2006. Several members of staff have been seconded to work on the advisory services of the LA and the school is involved in the full range of local initiatives including the piloting of a new assessment scheme. Good links have been established with other schools, including neighbouring primary and the local secondary school. However, the school has identified the need to do more to promote bilingualism.

146. The senior management team is fully involved in the process of setting challenging, but realistic, targets and goals through its SIP. It considers appropriate actions needed to attain these targets, and appropriate success criteria. It carefully monitors the achievement of its targets and subsequent evaluation leads to further planning for improvement. There is a high degree of staff involvement in the process, and they in turn are well aware of their senior managers' high expectations.

147. The school has well established and rigorous performance management procedures for teachers and a more informal but effective system for appraising TAs. Targets reflect a balance between the needs of the individual and the whole school. They are regularly reviewed with good support and training provided. The school very closely monitors improvements in performance, with particular emphasis on the impact on pupils' standards. This is an outstanding feature.

148. Regular monitoring and evaluation of teaching and learning by the curriculum leaders contributes successfully to this process. This includes classroom observation, the scrutiny of pupils' work and teachers' planning and professional discussions with members of staff. Induction arrangements for members of staff joining the school are very thorough and much valued by those involved. Senior leaders have gained further national professional qualifications.

149. The GB makes a good contribution to the success of the school. Governors are highly supportive of the headteacher, staff and pupils and are fully committed to the school's aims, objectives. Governors know the local community very well and appreciate and value the contribution the school makes to it.

150. Governors fully understand their responsibilities and through regular reports by the headteacher and staff are well positioned to help the school in its strategic planning. The headteacher provides the GB with regular, comprehensive reports on the curriculum and on pupils' progress. This, together with visits to the school, enables governors to have appropriate insight into the quality of provision. Governors are linked to specific year groups and curriculum areas and many are regular visitors to the school and are well known to staff and pupils.

151. The school's self-evaluation report identifies the need for more governors to take advantage of the training opportunities provided by the LA.

152. Governors meet regularly throughout the school year, have appropriate oversight of the budget and fulfil regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.

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

Grade 1: Good with outstanding features
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153. The findings of the inspection team differ from the school's evaluation of this key question as Grade 2 because several aspects of self-evaluation are well established and have outstanding features.

154. The headteacher and deputy headteacher have a very good overview of the school and its work. An outstanding feature of the school's self-evaluation process is the very careful monitoring of pupils' progress during their time in school. Also, curriculum leaders evaluate provision in their subjects in great detail identifying

strengths and shortcomings. This has ensured that standards continue to improve steadily.

155. Self-evaluation processes effectively identify relevant areas for development, such as the attention recently given to raising standards in spelling and mathematics in the SIP.

156. All curriculum leaders have a very good overview of planning, resources and teaching in their particular areas of responsibility. They also have a very good understanding of standards through the regular monitoring of pupils' work. Annually, curriculum leaders produce very good quality reviews and action plans that focus on key strategies to further raise standards. This is an outstanding feature.

157. Governors play an important role in the self-evaluation process and regularly visit the school to monitor provision.

158. The school's self-evaluation procedures are outstanding. All members of staff are fully and actively involved in the self-evaluation process. Pupils have excellent opportunities to make suggestions through the School Council. They routinely complete questionnaires about school life which frequently relate to specific topics the pupils are undertaking. Recently, significant improvements were made to the playgrounds following discussion with pupils.

159. Parents are regularly questioned about their opinion of the school. They say they can make suggestions formally through questionnaires and less formally by discussing issues with staff. All views and opinions are given serious consideration and acted on appropriately.

160. Priorities for development in the SIP are agreed following careful audits and analysis of available information. The plan is clearly focused on improving standards. Purposeful aims and objectives are developed as a result of careful consideration of the school's priorities.

161. The headteacher and governors ensure that all identified priorities are adequately resourced. They work hard to obtain grants and funding for developments from a variety of different sources to supplement the school's allocated budget.

162. The self-evaluation report produced for the inspection is comprehensive. It is detailed and generally accurate in its assessment of the school's strengths and areas for development. It matches the grades by the inspection team in five out of the seven key questions. In the two key questions where there was a difference in grading, the inspection team's grade was higher because of outstanding features. Issues identified by the school as requiring further attention are similar to those identified by the inspection team.

163. Priorities set in previous SIPs have been met and have had a significant positive effect on the school's progress. The school has made very good progress since the last inspection and all the key issues raised at that time have been addressed thoroughly. There has been an improvement on the standards observed

during the last inspection. From a low baseline, pupils make good progress and now perform at levels similar to national and LA averages.

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

Grade 1: Good with outstanding features
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164. The findings of the inspection team match the judgements made by the school in its self-evaluation report.

165. The school is suitably staffed with well-qualified and experienced teachers and TAs who have very good knowledge, skills and expertise. All members of staff take part in relevant and appropriate professional development to keep them abreast of current good practice. The number and quality of staff is an outstanding feature.

166. The school makes very good use of its teachers' specialist skills such as with the use of ICT in improving assessment or in producing the key skills Framework document. Members of the support staff are skilled and provide very effective support for pupils, especially those with learning difficulties or who are learning English as an additional language. In the Early Years, the staff team works very effectively together to promote the six areas of learning leading to Desirable Outcomes. The extensive number of staff ensures that the buildings are kept in good order and that lunch-times run smoothly. Very good and efficient support is given by administrative and catering staff and by the caretaker, all of which supports the efficiency of the school.

167. Staff are managed and deployed very effectively to meet the diverse needs of the pupils. All classes have access to extra support if needed. The school is flexible and meets the changing needs of individual classes by allocation and deployment of TAs. The teamwork both in individual classes and in departments is an outstanding feature.

168. The school has a wide range of good resources for every age group and subject. Purchases are in line with school priorities and they are well maintained by curriculum leaders. The range of visual aids, artefacts, commercial and school-made resources is well used to maintain pupil interest and enjoyment of lessons. Displays in classrooms and corridors are used effectively in some classes as a teaching resource. The information technology suite is well used and equipped with a good range of computers, although it is not well ventilated. Many classrooms are equipped with interactive whiteboards, although most have only one computer. The Key Stage 2 library is spacious and has an adequate number of books. However, it is underused for independent research.

169. The outside environment of the school provides a stimulating and enjoyable surrounding for pupils and children. In particular, the imaginative use of the external learning environment for the Early Years curriculum is an outstanding feature. The two school buildings themselves have been well adapted to meet the needs of the pupils and the community. For example, there is adequate space to accommodate groups of pupils with SEN, to play music or to accommodate Family Learning groups for parents of the pupils. The spacious corridors and classrooms are well decorated

and have displays which support the curriculum offered and stimulate pupil's learning. The school is also fortunate in having three large halls which it uses to full effect. The buildings themselves are well maintained and attractive.

170. The school uses its available resources in a careful but effective manner with the finance committee, in conjunction with an officer from the LA, providing prudent budgetary control. Through careful management, at the start of the current financial year, the school had a large, planned budget surplus. However, the majority of this has been used to retain staff at a time of falling rolls. The school has bid for and received a number of grants from outside funding bodies such as the New Opportunities Fund and this, along with money raised by the Friends Association has been put to good use for the benefit of the pupils.

171. The school makes very effective use of staff expertise and this is an outstanding feature. Professional development activities for teaching and TAs are directly linked to priorities. Members of staff are professionally supported by senior managers in achieving their performance management objectives and personal aspirations. Many members of staff have benefited from accredited courses of various kinds including obtaining degrees. Newly-qualified teachers are supported well.

172. The school organises planning, preparation and assessment time very well using its own teachers and TAs together with outside providers for lesson coverage. This is carefully monitored by the headteacher.

173. Spending in the school accords with the priorities set by the GB in the SIP. Very careful attention is paid to matching resources to priorities. The link between medium-term and long-term plans and priorities for improvement is outstanding.

174. Resources, including staffing, are kept under constant review by senior managers and governors. They believe that resources should provide maximum impact on teaching and learning, and should ensure the maintenance of very high standards. This is a major strength.

175. The school provides good value for money.

## Standards achieved in subjects and areas of learning

### English

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

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

#### Good features

176. In Key Stage 1, pupils listen well in whole class situations; they show a clear understanding of what they are being taught by their teachers and what their peers have to say. Most respond confidently and appropriately in a variety of contexts by describing, explaining or asking questions. They share their ideas and opinions enthusiastically. They use appropriate descriptive terms to paint a vivid picture, speaking clearly and with a good range of vocabulary to articulate their ideas.

177. Pupils make good progress in reading. They enjoy reading familiar stories aloud in unison. Pupils recount stories and books they have read, keeping to the correct sequence and adapting their language very effectively to suit different situations and occasions. They generally apply their skills in matching letters to sounds effectively when they meet an unfamiliar word. By the end of Key Stage 1, pupils read accurately and with good expression to convey emphasis. They clearly understand what they have read and make sensible predictions about what is likely to happen in the remainder of the story.

178. Younger pupils in Key Stage 1 successfully write a simple sentence using capital letters and a full stop. Additional support for pupils in Year 2 has been particularly effective in raising standards in writing. By the end of Key Stage 1, many pupils' writing is organised, clear and contains some good ideas, with sentences correctly structured. Pupils are effectively developing a good vocabulary of increasingly complex words to use in their writing. More-able pupils use a range of punctuation marks in their written work and use a variety of sentence structures to enhance the impact of it. Year 2 pupils' handwriting is well formed and legible and some pupils use the computer for word-processing, successfully correcting errors as they type.

179. Skills in speaking and listening in Key Stage 2 are good; particularly in Year 5 and Year 6. Pupils express their considered views confidently and precisely, listen with interest when others are speaking and evaluate what has been said, before responding. Conversations with some of the pupils are frank, lively and informative.

180. The majority of Key Stage 2 pupils read correctly and with good understanding. They use appropriate strategies to gain meaning and read with obvious enjoyment in group reading sessions. Pupils across the key stage display more advanced reading skills as they search for information from books and the Internet and use dictionaries and search engines effectively. By the end of the key stage, reading is accurate,

fluent and expressive. Pupils talk with enthusiasm about books they have read and identify the reasons for enjoyment of particular books. They read aloud with clear voices and appropriate expression and characterisation. They read for different purposes and know that books are both a source of information and an enjoyable pastime.

181. Pupils in Key Stage 2 write for a good range of purposes in an increasingly wide variety of styles. They produce lively play scripts, character sketches and newspaper reports. They write in the style of a particular author and produce lively openings and endings to well-structured pieces. They plan and organise their work well and use connective words effectively. More-able pupils write increasingly more complex and extended pieces of work. Pupils successfully use appropriate vocabulary, develop valid opinions and display sensitivity in their descriptions.

182. In Key Stage 2, pupils' knowledge of grammar and spelling is generally good. They have a good understanding of the use and purpose of punctuation and use it appropriately in their own work. They enhance the quality of their written work through neat handwriting and good presentation.

183. Consistent and focused intervention using schemes such as '*THRASS*', '*Reading Recovery*', '*SAIL*', '*STARS*' has been very effective in improving the general oracy, reading and spelling skills of pupils with SEN in both Key Stage 1 and lower Key Stage 2. This has enabled them to make good progress relative to their abilities and to the targets set for them by their class teachers and language specialists.

184. Similarly, specialist input from the EMAS teachers has enabled the significant percentage of pupils who have English as an additional language to develop their skills in social communication and gain access and understanding to the whole of the curriculum. In particular, it has enabled them to develop their skills in oracy, reading and writing such that they not only attain the targets set for them but achieve standards comparable to national averages in end of key stage assessment.

### **Shortcomings**

185. Key Stage 2 pupils' library research skills are under-developed.

<b>Mathematics</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b>
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<b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Good features**

186. From a low baseline, most Key Stage 1 pupils make good progress in their understanding of number and money. They differentiate between odd and even numbers, add and subtract accurately and make appropriate progress in exploring number patterns. The majority of pupils develop an appropriate facility for mental

calculation. By the end of the Key Stage, they order numbers to 100 correctly and begin to count in sets of numbers such as twos, fives and tens. They understand the relationship between tens and units. Pupils have an appropriate understanding of fractions including halves and quarters. All Key Stage 1 pupils record their mathematical work correctly and neatly.

187. Key Stage 1 pupils make appropriate progress in estimation as they develop their understanding of measurement. Year 1 pupils develop the ability to measure accurately using non-standard measures. They order different lengths correctly. By Year 2, pupils measure correctly using standard measures such as centimetres. They develop a good understanding of time in half-hour intervals and compare digital and analogue times. Most pupils make steady progress in problem-solving skills relating to money. In Year 2, pupils recognise all the coins to £2 and are aware of their values. They have a good understanding of the equivalence of coins.

188. Most Year 1 pupils develop a good grasp of two-dimensional and three-dimensional shapes. The majority of Year 2 pupils correctly identify three-dimensional shapes and are aware of their properties. In particular, across the key stage, pupils are beginning to create simple bar graphs and pictograms relating, for example, to personal features. The majority interpret graphs appropriately.

189. Key Stage 2 pupils develop an appropriate mathematical vocabulary. They present their written mathematical work very neatly. Most pupils use a range of terms correctly and explain confidently how they obtain the correct answer to a calculation. The majority make good progress in using their multiplication tables and in developing their mental mathematical skills. In Year 6, more-able pupils double and halve four-figure numbers and decimals confidently.

190. Pupils across the key stage make good progress in their understanding and use of fractions. Pupils in Year 3 focus appropriately on halves, quarters and thirds, and are beginning to understand the equivalence of fractions. By the end of the key stage, most pupils have a good understanding of the relationship between equivalent fractions and also decimals, percentages and fractions.

191. Throughout Key Stage 2, most pupils develop a good knowledge of the properties of two-dimensional and three-dimensional shapes. Pupils in Year 3 begin to develop an understanding of angles. The majority of older Key Stage 2 pupils develop a good understanding of area, perimeter and reflective symmetry. They plot and read co-ordinates correctly.

192. The majority of Year 3 and 4 pupils make good progress in using *Venn diagram*' and *tally charts* when creating different types of graphs. Pupils in these classes focus well on interpreting the information available in graphs. Year 6 pupils explore and interpret line graphs in an effective manner.

193. By the end of the key stage, pupils recognise the relationship between metric and imperial measures. They develop a good understanding of the terms 'ratio' and 'proportion'. Year 6 pupils develop a good awareness of the concept of probability.

194. Throughout the school, SEN pupils and those from other ethnic backgrounds make good progress relative to their ability. Some pupils from ethnic backgrounds are very able mathematicians and are confident in devising their own strategies for calculating the correct answer.

### **Shortcomings**

195. In most classes, a few pupils lack confidence when undertaking mental and oral mathematical calculations.

<b>Information technology</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b>
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<b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Good features**

196. In Key Stage 1, Year 1 pupils competently use the 'brush', 'pen', 'fill', 'undo' and 'erase' tools on a *Paint* program. They show good mouse control in following patterns in the same program. They use *Word* independently and find letters on the keyboard or words in a word bank quickly. They use the backspace key and the space bar appropriately. Year 1 pupils understand the purpose of a pictogram. They listen to, record and playback sounds on a tape recorder.

197. In Year 2, pupils change the size, colour, font and style of texts appropriately and highlight preferred letters. They open old work from files and make and save necessary changes. Pupils use a variety of graphics programs with confidence and control using more advanced features such as different size pens and brushes, spray fills and text tools. They use CD ROMs to find information and explore the Internet through hyperlinks.

198. In lower Key Stage 2, pupils in Years 3 and 4 extend their word-processing skills cutting, pasting and justifying text as appropriate. They develop decision-making skills, make predictions, work collaboratively and learn how to log in and log out when playing simulation games. Pupils create repeating images, and import images from a digital camera using the appropriate tools to enhance them. They use a simple database effectively and can make a simple graph using a single field. They find information from the database and edit inaccurate data.

199. Year 3 pupils open and read e-mails and reply to them appropriately using an address book. They understand the World Wide Web, use search engines and access web sites by typing in addresses or using 'favourites'. Year 4 pupils use graphics to produce and export a picture to *Word*. They use graphics and word processing to produce a persuasive poster. They produce basic but effective branching databases and *PowerPoint* presentations.

200. In upper Key Stage 2, Year 5 pupils develop good skills in using a database. They carry out detailed searches for information from a database and produce complex graphs and reports. Pupils explain clearly how a game simulation works and give considered reasons for the choices they make in the game. They use sophisticated graphics packages to produce an effective graphical model of the classroom using curved, straight and geometric lines.

201. Year 6 pupils collaborate well when using text and graphics to create CD covers. They create informative and visually interesting *PowerPoint* presentations using images and graphics from the Internet. They enhance the presentation through the addition of active buttons, hyperlinks and slide transitions. In designing the presentation, they give careful consideration to the purpose and audience of the presentation. They extend their skills well in using e-mail to communicate by adding attachments.

202. Pupils with SEN play a full and active role in lessons and make good progress relative to their ability.

### **Shortcomings**

203. Occasionally, some more-able pupils and those with more advanced skills are insufficiently challenged and so are working well within their capability.

<b>History</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b>
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<b>Key Stage 2 - Grade 3: Good features outweigh shortcomings</b>
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### **Good features**

204. Year 1 pupils investigate toys from the past and compare them to present-day toys. They study seaside activities and environments in the past and effectively contrast them with the present day using pictures and their own drawings.

205. Pupils in Year 2 accurately recall previously-learned facts on the Gunpowder Plot. They make accurate predictions about 'What happened next' from picture clues and explain clearly why there are inaccuracies in historical evidence. They organise information in chronological order and relate facts from the past to present day situations appropriately.

206. In Year 3, pupils show good understanding of features of the Roman invasion. Most pupils label garments and armour on a Roman soldier accurately. Pupils explain how the Great Fire of London started and how it spread. They enthusiastically record events in the style of Samuel Pepys.

207. Pupils in Year 4 research information about the Vikings thoroughly. They collect useful information on longships and some pupils comment with understanding on their efficiency as battleships. Pupils also investigate the life and times of Henry VIII.

They have produced detailed inventories of household goods and create an accurate three-dimensional model of a Tudor house.

208. In Year 5, pupils use a range of varied sources to gather information on life during Victorian Times. They show some understanding of the difference between primary and secondary sources.

209. Pupils in Year 6 examine the history of the Beatles, focusing on the life of John Lennon. They give opinions on their favourite Beatle based on information gathered from a variety of sources including the internet and primary source information from their teacher. Some pupils produce a graph to represent their favourite songs.

### **Shortcomings**

210. Pupils' knowledge and understanding of Welsh history is limited.

211. While the quality of work older pupils produce to represent their historical findings is good in parts, the volume, range and depth of work produced is insufficient and lacks development.

<b>Art</b>
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<b>Key Stage 1 - Grade 1: Good with outstanding features</b>
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<b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Outstanding features**

212. In Year 1, pupils follow instructions carefully to help them produce accurate, well-proportioned portraits of themselves using a mirror as a guide. They effectively use different grades to pencils to blend, shade and soften effects. The portraits are very realistic.

213. Using a digital camera, Year 2 pupils take photographs of houses in the community. They incorporate paintings, rubbings, and clay tiles with the photographs using a variety of mediums to create an imaginary street. The resulting display is stunning.

### **Good features**

214. Pupils from both key stages study the work of a range of different artists including Richard Long and James Marsh, and a variety of art from different cultures including Aboriginal Art as a stimulus to produce their own individual work which is interesting and effective.

215. In Key Stage 1, Year 1 pupils experiment with a variety of techniques including collage and paint to create a visually interesting display to illustrate *The Rainbow Fish*.

216. Pupils in Year 2 produce effective pencil drawings in their sketchbooks based on direct observation. Using a viewfinder, they closely study sections of walls and produce accurate and detailed representations of interesting features such as the Victorian vent grids. Pupils with SEN participate fully and make carefully considered choices, show good skills and produce good quality work in their sketchbooks and on paper.

217. In lower Key Stage 2, Year 3 pupils work well with visiting artists to make and decorate interesting three-dimensional pots with lids from clay, paint and UPVA glaze. They study different types of tiles, use a software programme to experiment with patterns and subsequently use print blocks and paint to create a sequence of tiles in their own unique designs. Year 4 pupils examine and commented on the work of James Marsh. They extend their findings to influence their own pencil sketches of memorable dreams they have had. The work is enhanced by effective shading.

218. In upper Key Stage 2, one Year 5 pupil has designed a program for an operatic production of *Cinderella*. In relation to this, other pupils produce high quality painted designs on textiles and paper to illustrate aspects of the story.

219. Year 6 pupils design and create masks of *Weird and Wonderful* animals. They use balloons, papier-mâché and paint to create effective, imaginative three-dimensional masks. In Camera Club, older pupils in Key Stage 2 use photographs to produce work in the style of David Hockney. They cut photographs and reassemble them in abstract ways to produce startling images of themselves and others.

220. Across the school, pupils show good knowledge of the importance of art in different cultures and produce stimulating displays to support investigations into Islam, Judaism and other world religions.

### **Shortcomings**

221. There are no discernible shortcomings.

<b>Physical education</b>
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<b>Key Stage 1 - Grade 2: Good features and no important shortcomings</b>
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<b>Key Stage 2 - Grade 2: Good features and no important shortcomings</b>
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### **Good features**

222. Pupils in Key Stages 1 and 2 develop good skills through a well planned programme of gymnastics, dance, games and athletics. Key Stage 2 pupils also take part in swimming and have the opportunity to take part in outdoor and adventurous activities. Extra-curricular activities make a very positive contribution to standards in physical education and are well supported by pupils.

223. All pupils have a good and developing knowledge of the effect of exercise on their bodies and of the need to participate in appropriate warming up and cooling

down activities. Throughout the school, pupils have a good awareness of health and safety issues with regard to exercise. For example, they handle and move equipment carefully and sensibly. All pupils and staff wear appropriate clothing for activities.

224. Year 1 pupils have a good awareness of space in gymnastic activities. They move smoothly to change direction in order to avoid collisions. By Year 2, pupils dodge each other skilfully utilising all the space available. The more-able pupils are beginning to exercise some control when holding their balance and understand the need to stretch the body in order to improve a balance or movement.

225. Older Key Stage 1 pupils work well in pairs and small groups and perform basic techniques with a good level of consistency. Pupils evaluate their own performance and that of others, understanding what would be required to improve.

226. Younger Key Stage 2 pupils are enthusiastic about physical education. They persevere to refine and improve the quality of their work. The majority work well with partners creating rolling and balancing movements.

227. Older Key Stage 2 pupils show good techniques when sending and receiving balls. They cooperate successfully when developing small-sided versions of invasion games using the space available well.

228. Years 6 pupils receive swimming instruction during the school year and the vast majority achieve the required standards by the end of Key Stage 2.

229. Older Key Stage 2 pupils make very good use of simple digital video cameras to evaluate their own work and that of others. They recognise good features and describe exactly how performance could be improved.

230. Pupils are very aware of equal opportunity issues in physical education. All pupils, including those with disabilities, those with SEN and those from ethnic backgrounds, play a full and active part in lessons and make good progress.

### **Shortcomings**

231. There are no discernible shortcomings.

## School's response to the inspection

The Headteacher, staff, parents, pupils and Governors of Moorland Primary School welcome the report resulting from the recent inspection. The report has provided an objective view on all aspects of the work of the school and will form an excellent basis for subsequent action, helping our school to improve further.

We are proud that the Inspectors recognise that the school has made outstanding progress since the last inspection. In particular that:

- The quality of teaching has improved significantly since the last inspection.
- The promotion of equal opportunity by staff for all regardless of gender, race or disability is an outstanding feature.
- The quality of assessment and its use in helping to raise standards across all subjects in the school has outstanding features.
- Portfolios of pupils' work have outstanding features. They are very well developed and contribute to the exemplification and raising of standards.

In addition we were also encouraged by the many outstanding features recognised by the inspectors.

- The consistent raising of standards in relation to the rapidly changing composition of the school.
- The self evaluation process and careful monitoring of pupil progress.
- The care, support and guidance for pupils from a widely diverse range of backgrounds.
- The number and quality of teaching and non teaching staff who work very effectively as teams.
- The very positive relationships between staff and pupils resulting in a very strong ethos of mutual respect and understanding.
- The provision of an exceptionally wide range of extra curricular activities.

An action plan will be put in place to address the main recommendations outlined in the Inspectors report. As recognised by the Inspectors the school has already identified three of the five recommendations in its current self evaluation report and school improvement plan.

The whole school would like to thank the Inspection team for the professional and courteous manner in which the members of the team conducted their duties throughout the inspection.

## Appendix A

### Basic information about the school

Name of school	Moorland Primary School
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Singleton Road, Splott, Cardiff
Postcode	CF24 2LJ
Telephone number	02920 462170

Headteacher	Mrs Anne Rees
Date of appointment	September 1 1994
Chair of governors/ Appropriate authority	Reverend Alan Rabjohns
Registered inspector	Dr Jim Hewitt
Dates of inspection	September 18 – 21 2006

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	13	43	46	56	44	44	45	57	348

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	19	4	21

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17:1
Pupil: adult (fte) ratio in nursery classes	12.5:1
Pupil: adult (fte) ratio in special classes	n/a
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.2:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2005	80.2	86.1	90.3
Spring 2006	78.0	86.1	89.3
Summer 2006	84.1	89.9	90.7

Percentage of pupils entitled to free school meals	52%
Number of pupils excluded during 12 months prior to inspection	4

## Appendix C

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

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		45		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	4	11	73	11
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	4	13	69	13
		National	0	4	14	56	27
En: writing	Teacher Assessment	School	0	4	11	82	2
		National	0	5	14	69	12
En: speaking and listening	Teacher Assessment	School	0	2	11	62	24
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	2	13	76	9
		National	0	2	10	64	24
Science	Teacher Assessment	School	0	2	13	51	33
		National	0	2	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78	In Wales	81

D Pupils who have been disapplied from the statutory arrangements

W Pupils who are working towards level 1

Because some percentages have been rounded up or down, they may not always total 100%.

National percentages are derived from 2005 data.

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

<b>National Curriculum Assessment KS2 Results 2006</b>							Number of pupils in Y6		47		
<b>Percentage of pupils at each level</b>											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	7	20	51	18
		National	0	0	2	0	1	4	15	46	31
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	7	16	54	22
		National	0	0	2	0	1	3	15	47	32
Science	Teacher assessment	School	0	0	0	0	0	4	18	50	29
		National	0	0	2	0	0	2	11	51	34

<b>Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)</b>			
<b>by Teacher Assessment</b>		<b>by Test</b>	
In the school	57	In the school	
In Wales	72	In Wales	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1  
Because some percentages have been rounded up or down, they may not always total 100%.  
National percentages are derived from 2005 data.

## Appendix D

### Evidence base of the inspection

A team of four inspectors spent a total of 14 inspector days in the school. The headteacher attended team meetings and acted as nominee on the inspection team.

The inspectors observed:

- 48 lessons or part lessons, covering all classes;
- acts of collective worship;
- pupils throughout the school day including break-times, lunch-times and when entering and leaving school; and,
- extra-curricular activities.

The team considered:

- a wide range of pupils' past and present work;
- comments from the pupils about their school;
- 74 responses to the parents'/carers' questionnaire; and,
- the school's self-evaluation report, development plans, policy documents, schemes of work and other documentation;

Before and during the inspection the team held discussions about the life and work of the school with:

- parents of pupils at the school;
- the headteacher and staff;
- the governing body; and,
- representatives of agencies linked to the school.

The team reported back to the staff and the governing body following the inspection.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Jim Hewitt Registered Inspector	Context, Summary, Recommendations, Appendices, <u>Contributions to:</u> Key Question 1 Key Question 2 Key Question 4 Key Question 5 English, Information Technology
Margaret Morgan Team inspector	<u>Contributions to:</u> Key Question 2 Key Question 6 Key Question 7 Mathematics, Physical Education
Iorylle Aubrey Team Inspector	Contributions to: Key Question 1 Key Question 4 Key Question 7 History, Art
Janet Warr Lay Inspector	Contributions to: Key Question 1 Key Question 3 Key Question 4 Key Question 5
Anne Rees Nominee	Supplying information for the inspection team Attending team meetings

The contractor was:

Baker-Phillips Educational Communications Ltd.,  
Oaks Lea  
Higher Knolton  
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Wrexham  
LL13 0LF

### Acknowledgement

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