

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

A Report on the Quality of Education in

**Mount Stuart Primary School
Adelaide Street, Butetown,
CARDIFF
CF10 5BS**

School Number: 681/2084

Dates of Inspection: 18th to 20th June 2007

by

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W170/15942**

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Mount Stuart 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 Mount Stuart Primary School took place between 18th and 20th June 2007. An independent team of inspectors, led by Mr Robert Isaac, 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 judgments in this report is as follows:

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

There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

Contents	Page
Context	1
Summary	2
Recommendations	6
Standards	7
Key Question 1: How well do learners achieve?	7
The quality of education and training	11
Key Question 2: How effective are teaching, training and assessment?	11
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	13
Key Question 4: How well are learners cared for, guided and supported?	18
Leadership and management	22
Key Question 5: How effective are leadership and strategic management?	22
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	23
Key Question 7: How efficient are leaders and managers in using resources?	24
Standards achieved in subjects and areas of learning	27
Under-5s	27
English	31
Mathematics	33
Information technology	34
Art	35
Religious education	36
School's response to the inspection	38
Appendices	
1 Basic information about the school	39
2 School data and indicators	39
3 National Curriculum assessments results	40
4 Evidence base of the inspection	41
5 Composition and responsibilities of the inspection team	41

Context

The nature of the provider

- 1 Mount Stuart Primary is a large school situated in the Butetown district of Cardiff, an area that has seen wholesale redevelopment as Cardiff Bay. The school was inspected previously in 2001. In total, there are 293 pupils, including 53 of Nursery age. There are two part-time nursery groups and two full-time reception classes. Children come into the nursery from many linguistic backgrounds and many have never spoken English before. Numbers on roll have remained stable over the last six years. The school is organised into 12 classes, two of which comprise pupils from two age groups. All class sizes are 30 or below. In total, there are 14 teachers, two of whom teach part-time, and six learning support assistants (LSAs). There are 63 pupils, or 22 per cent, with special educational needs (SEN), four of whom have a formal statement of SEN. This is above the national average. There are 44 pupils on school action and 19 on school action plus, who are supported in mainstream classes and withdrawal groups. Of the parent body, 90 per cent speak English as an additional language (EAL) and 13 other languages are spoken in total.
- 2 English is the sole or predominant home language in a minority of homes and 183 pupils – or at least 62 per cent - receive extra support in learning English. This support mainly comes from three teachers employed by the Ethnic Minority Achievement Service. No pupils come from a Welsh speaking home and two are 'looked after' by the local authority.
- 3 Most of the pupils who attend the school live nearby. The school describes its catchment as one of the most socially and economically deprived in Wales. As a result, it is a Communities First Area and is involved in Sure Start and Flying Start projects. Around 52 per cent of pupils are entitled to receive free school meals, a figure well above the national average. A significant minority joins or leaves the school at times other than the start of the academic year. This is often connected with heritage journeys to countries in Africa and Asia, sometimes for an extended period. It can also be caused by pupils leaving or joining other schools in the region.
- 4 The school was last inspected in 2001. The current headteacher has been in post since April 1999. The school has continued to improve its accommodation and security in recent times.

The school's aims, priorities and targets

- 5 The school has a mission statement and a clear set of aims, which are communicated to parents in its handbook. The vision statement is: 'Learning and Living Together'. The school's major priorities for 2007-2008, set out in its development planning, include to:
 - a. continue to raise standards in English and mathematics in key stage 1;
 - b. achieve thinking skills accreditation;
 - c. prepare for the foundation phase and Curriculum 2008; and
 - d. gain accreditation as a dyslexia-friendly school.

Summary

- 6 Mount Stuart Primary School fulfils its aims outstandingly well. Its pupils are happy, well cared for and well taught. They achieve standards which are often high. The school enjoys inspiring and well organised leadership and has made excellent progress in the last six years. It gives very good value for money.

Table of grades awarded

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

Standards of achievement

- 7 Overall, pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	69%	0%	0%	0%

- 8 At 100 per cent, these standards of achievement are well above the Welsh Assembly Government's target for 65 per cent of standards to be graded at 2 or above in maintained primary schools in Wales by 2007. Standards have good features in the early years and key stage 1 with no important shortcomings. In key stage 2, pupils' achievements are often good with outstanding features.

Areas of learning for under-fives

- 9 The grades awarded for standards in the areas of learning for children aged under five are as follows:

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 2
Personal and social development	Grade 1	Grade 2
Mathematical development	Grade 1	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Creative development	Grade 1	Grade 2
Physical development	Grade 1	Grade 2

- 10 Most children enter the Nursery class with attainments well below those expected for their age. Over time, pupils, including those with SEN and those in vulnerable or challenging circumstances, make very good progress in their learning.
- 11 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their personal and social development.

Grades for standards in subjects inspected

- 12 The grades awarded for standards in the subjects inspected are as follows:

Subject	Key stage 1	Key Stage 2
English	2	1
Mathematics	2	1
Information technology	2	2
Art	2	1
Religious education	1	1

- 13 In key stage 1, pupils' achievements have good features with no important shortcomings in English, mathematics, information technology and art and outstanding features in religious education. In key stage 2, pupils' achievements are often outstanding in English, mathematics, art and religious education and good in information technology.
- 14 Most pupils succeed in fulfilling their potential, regardless of their background. Girls generally achieve more highly than boys throughout the school and to a greater degree than is the case nationally. This is particularly the case in English. They show better listening skills and a greater motivation to succeed.
- 15 Most pupils are highly motivated, enthusiastic and enjoy their learning. They listen carefully to their teachers, engage readily in discussion, settle quickly to their tasks and sustain concentration, often for extended periods. Pupils know their teachers appreciate their efforts and they take delight in sharing their achievements with others.
- 16 Generally, pupils behave very well throughout the school day. They develop into independent, responsible and mature individuals who show respect, tolerance and consideration for all involved in the school community.
- 17 Attendance rates average 92 per cent and the school works diligently to meet the target of less than seven per cent absence set by the National Assembly for Wales. Most pupils are punctual and keen to attend, but despite the school's considerable efforts, a minority consistently arrives late for the start of the

school day. This often disrupts their learning and they miss important parts of the first lesson of the day.

- 18 Much of the absence is caused by a small group of pupils who have a high level of persistent absence. This has an adverse impact on the continuity of their education and the standards they achieve. Holidays taken in term time and extended heritage visits continue to have an adverse effect on overall attendance rates and pupils' learning.

The quality of education and training

- 19 The overall standard of teaching was judged to be as follows in the 47 lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

- 20 The figures for good or better teaching are far higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005/06. Nationally the quality of teaching is good in 79 per cent of lessons with 18 per cent of them having outstanding features
- 21 Teachers provide role models of a high standard. The working relationships between teachers and pupils are very good and effectively promote learning. Pupils in every class demonstrate much respect for their teachers.
- 22 The main features of outstanding lessons include:
- very effective strategies to gain and maintain pupils' interest;
 - subject expertise of a high standard;
 - questioning skills of a high order;
 - effective organisation and management of an excellent range of activities;
 - excellent use of a wide range of resources;
 - well paced lesson development;
 - very good opportunities for pupils to make decisions about their work;
 - purposeful and effective levels of interaction and intervention when pupils focus on tasks; and
 - clear and concise plenary sessions.
- 23 The overall quality of assessment is good and meets statutory requirements. There is a clear and well focused policy and assessment is very well co-ordinated. The school has developed a thorough but manageable system of assessment in the core subjects.
- 24 The school is highly successful in meeting its curricular aims. The curriculum is broad and balanced. It enriches the lives of the pupils and fully complies with legal requirements. It takes due account of national curriculum subjects, the Desirable Outcomes for Children's Learning and the agreed syllabus for religious education. It enhances their knowledge and understanding in many subjects and areas of learning.

- 25 The school is very successful in promoting pupils' spiritual, moral, and social and cultural development. The policy for personal, health and social education (PHSE) closely follows national recommendations and pupils enjoy a wide range of rich learning opportunities. These happen both inside and outside the classroom.
- 26 The standards in, and provision for, education for sustainable development and global citizenship have good features which outweigh some shortcomings. Pupils are involved in re-cycling schemes, but have only a little understanding about issues such as global warming, pollution, biological diversity and climate change. The school has identified the promotion of education for sustainable development as an area for further improvement.
- 27 There is a small but active Parent-Teacher Association. It works hard to raise funds and organises events which provide opportunities for other parents to participate. The school invites parents to many different activities and courses to help to build confidence and a sense of partnership. Leaders of different faiths who come into school help strengthen the links with the community.
- 28 The quality of care, guidance and support and the attention paid to pupils' welfare and well-being is outstanding. The warmth and mutual respect between members of staff and pupils is an outstanding feature and enables pupils to make very good progress in their academic, personal and social development. The headteacher, staff and governors work in pupils' best interests to safeguard their welfare and ensure they are adequately protected.
- 29 The provision for pupils with SEN is outstanding. There is a whole-school approach to meeting pupils' additional learning needs and all members of staff have very positive attitudes in helping pupils to fulfil their potential.
- 30 The school fully recognises the diversity of pupils' backgrounds and all pupils are treated equally, with dignity and respect. Teachers ensure that all pupils have equal opportunities to participate in lessons and school activities, and stereotypical views are challenged.

Leadership and management

- 31 There are outstanding features in the overall quality of leadership and management. The school's leadership is characterised by a very clear-headed and well coordinated educational direction. The leadership of the headteacher and senior management team is imaginative, inspiring and well organised. They provide the school not only with able and caring pastoral support but also an innovative educational experience. Subject coordinators lead their subjects and influence subject development very well. The leadership of the provision for pupils with SEN is of a high order. The management of provision for pupils who have EAL is excellent. Pupils have a strong voice in leadership through the school council. Effective governance ensures that pupils are cared for and do well.

- 32 The school's self-evaluation processes and planning for improvement are good with outstanding features. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive, accurate and of high quality. Mount Stuart School is committed to improving standards. The very good self-evaluation procedures have been instrumental in the excellent progress it has made since its last inspection.

Recommendations

- 33 The governors, headteacher and staff now need to:

- R1** continue to raise further the attainments of boys in English;
- R2** continue to achieve high standards in all subjects and areas of learning;
- R3** further improve levels of attendance and punctuality; and
- R4** increase pupils' awareness of the world's ecology, including factors such as global warming, climate change, biological diversity and sustainable development.

NB. 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 1: Good with outstanding features

- 34 The inspection team's findings correspond with the school's judgment in its self-evaluation report. Overall, pupils' standards of achievement in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	69%	0%	0%	0%

- 35 At 100 per cent, these standards of achievement are well above the Welsh Assembly Government's target for 65 per cent of standards to be graded at 2 or above in maintained primary schools in Wales by 2007. Standards have good features in the early years and key stage 1 with no important shortcomings. In key stage 2, pupils' achievements often show outstanding features.

Grades for standards for the under fives

- 36 The grades awarded for standards in the areas of learning for children aged under five are as follows:

Area of learning	Year group	
	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 2
Personal and social development	Grade 1	Grade 2
Mathematical development	Grade 1	Grade 2
Knowledge and understanding of the world	Grade 1	Grade 2
Creative development	Grade 1	Grade 2
Physical development	Grade 1	Grade 2

- 37 Most children enter the Nursery class with attainments well below those expected for their age. Over time, pupils, including those with SEN and those in vulnerable or challenging circumstances, make very good progress in their learning.
- 38 The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology (ICT). They also make good progress in their personal and social development.

- 39 The grades awarded for standards of achievement in the subjects inspected are as follows:

Subject	Key stage 1	Key Stage 2
English	2	1
Mathematics	2	1
Information technology	2	2
Art	2	1
Religious education	1	1

- 40 In key stage 1, pupils' achievements have good features with no important shortcomings in English, mathematics, information technology and art and outstanding features in religious education. In key stage 2, pupils' achievements are often outstanding in English, mathematics, art and religious education and good in information technology.
- 41 In the 2006 key stage 1 assessments in English, mathematics and science, the proportion of pupils attaining at least NC level 2, was above the national average and that for similar schools. The school's results have improved steadily in recent years. This is also the case for the percentage of pupils achieving at least NC Level 3 in all three subjects. In the 2006 key stage 1 assessments, the proportion of pupils, who achieved at least NC level 2 in English, mathematics and science collectively, was well above the national average.
- 42 In the 2006 key stage 2 assessments, results were above the national average and that for similar schools in English, mathematics and science. The school's results have improved steadily in recent years at key stage 2. This is also the case for the percentage of pupils achieving at least NC Level 5 in all three subjects. In the 2006 key stage 2 assessments, the proportion of pupils, who achieved at least NC level 4 in English, mathematics and science collectively, was above the national average.
- 43 Most pupils succeed in fulfilling their potential, regardless of their background. Girls generally achieve more highly than boys throughout the school and to a greater degree than the national picture. This is particularly the case in English. Generally, they show better listening skills and a greater motivation to succeed. Pupils listen to teachers' questions and instructions as well as other pupils' views and opinions, and usually understand what they hear. Most pupils are articulate. They use a good range of vocabulary in English and also use technical and subject-related terminology, most evidently in mathematics, science and key skills. More-able pupils make oral presentations which are well-structured. Pupils read fluently with good expression and show a good understanding of the text.
- 44 Most pupils generally write accurately and present their work well. Their writing covers a good range of genres. Independent writing is of a good quality. Pupils use their numerical skills well in several subjects, for example, when making calculations or interpreting problems in science. Throughout the school, pupils

recall and apply knowledge that they have acquired in previous lessons well. They ask thoughtful questions to extend their understanding.

- 45 Across the curriculum, in key stages 1 and 2, pupils develop and apply their ICT skills quite frequently, for example to record their work or make presentations. As a result, their standards in the use of ICT are good.
- 46 Older pupils carry out independent research well, for example, as part of their homework or when engaged in specific projects. Pupils' enquiry and problem-solving skills are often outstanding. In general, pupils make good progress in most lessons and over time, throughout the school.
- 47 More-able pupils are often challenged to achieve the standards of which they are capable. The progress of less-able pupils is good because they get focused support to help them overcome specific weaknesses.
- 48 Throughout the school, pupils with different kinds of additional learning needs including those pupils learning English as an additional language (EAL) generally make very good progress.
- 49 Almost all pupils, particularly girls, have good learning skills. They are motivated, reflective and concentrate well. Most pupils are eager to answer questions and contribute constructively to class or group discussions. More-able pupils sometimes express informed views and opinions. Most pupils collaborate effectively in pair or group activities.
- 50 Pupils' behaviour and their attitudes towards learning are outstanding. This contributes significantly to the standards they achieve, the quality of school life and to their personal and social development. The school is a happy, vibrant community where all pupils are valued equally.
- 51 Pupils are highly motivated, enthusiastic and enjoy their learning. They listen carefully to their teachers and engage readily in discussion. They settle quickly to their tasks and sustain concentration, often for extended periods. Pupils know their efforts are appreciated by their teachers and they take delight in celebrating their achievements.
- 52 Generally, pupils behave very well throughout the school day. They develop into independent, responsible and mature individuals who show respect, tolerance and consideration for all involved in the school community.
- 53 Attendance rates average 92 per cent and the school works diligently to meet the target of less than seven per cent absence set by the National Assembly for Wales. Most pupils are punctual and keen to attend, but despite the school's considerable efforts, a minority consistently arrives late for the start of the school day. This often disrupts their learning and they miss important parts of their first lesson.
- 54 Much of the absence and lack of punctuality features a small group of pupils. This has an adverse impact on the continuity of their education and the

standards they achieve. Holidays taken in term time and extended heritage visits continue to have an adverse effect on overall attendance rates.

- 55 A significant proportion of the school's population is transient and this situation also impacts upon attendance rates. A small minority of pupils can be withdrawn permanently from school without explanation. The school makes every effort to trace these pupils and keeps them registered until their absence is explained.
- 56 Registration is conducted efficiently and the school complies with the attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.
- 57 Pupils' ability to work independently, in pairs and as part of a group is very well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes. Older pupils plan and organise their own work with minimum supervision, use their initiative and make well-balanced decisions to improve their own learning. Younger pupils develop the capacity to work independently and increasingly make their own choices. They are confident and eager to explore new learning situations.
- 58 The ethos of the school values and celebrates creativity, imagination and individuality. Pupils are confident to express their ideas and opinions because they know their contributions are valued and respected by staff. Their problem-solving and thinking skills, evident in even the youngest children, are outstanding features and permeate the school's ethos.
- 59 Pupils' personal, moral and social development is outstanding. Pupils develop wholesome moral and personal values through exemplary relationships with staff, the sensitive moral content of collective worship and the high priority given to personal, health and social education (PHSE). They demonstrate honesty, fairness and tolerance in their work and play.
- 60 Pupils, in discussion, show a genuine respect for other faiths and cultural traditions within their school, their community and the wider world. They express an appreciation for the diverse nature of their school and are very proud of its many achievements.
- 61 The school is highly successful in preparing pupils to take an active role in the local community. Staff, governors and pupils are fully committed to their roles in the locality and the school participates in many aspects of community life. Teachers make exemplary use of the community as a learning resource and pupils regularly serve it by supporting a wide range of cultural, environmental, civic and charitable projects.

The quality of education and training

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

Grade 1: Good with outstanding features

62 The inspection team's findings do not match the judgment expressed in the school's self-evaluation report and a higher grade was awarded. The team found the quality of teaching to have major strengths and identified outstanding features in a significant minority of the lessons observed.

63 The overall standard of teaching was judged to be as follows in the 47 lessons observed:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	70%	0%	0%	0%

64 The figures for good or better teaching are far higher than the national picture reported by Her Majesty's Chief Inspector in her annual report for 2005/06. Nationally the quality of teaching is good in 79% of lessons with 18% of them having outstanding features. At Mount Stuart, 100 per cent of teaching is at least good and 30 per cent has outstanding features.

65 The policy for teaching and learning is a very clear document which provides clear aims, guidelines and principles and underpins the approach to teaching across the school in a very effective manner.

66 Teachers provide role models of a high standard. The quality of the working relationship between them and pupils is very good and effectively promotes learning. Pupils in every class have respect for their teachers.

67 Teachers have high expectations and for the most part set appropriately challenging objectives. Pupils' efforts are praised and the procedures for celebrating effort and attitude to work are popular with pupils and make an important contribution to their development.

68 Staff development is central to school improvement and is a particularly strong feature of the school's ethos. Teachers display good and sometimes very good subject knowledge, and they are very familiar with the latest developments in primary education.

69 In classes, they are very enthusiastic and use a variety of teaching strategies and relevant resources, including interactive white boards. Their class management is fair and very effective. Across the school, teachers provide a stimulating environment and interactive displays of a high standard, which contain a wide range of pupils' work. They make every effort to ensure equal opportunities for all pupils.

70 When working alongside teachers, the LSAs demonstrate good knowledge and skills and make a very valuable contribution to the quality of the teaching and

learning. They give very good help to small groups of pupils within the classroom. They also give good help to pupils with SEN or those who use EAL.

- 71 Teachers make good efforts to promote pupils' skills in using Welsh in various curriculum areas and informally.
- 72 Planning for lessons is of a high standard and includes clear objectives, which are often revisited very effectively in plenary sessions. Planning often includes appropriately differentiated activities and an effective focus on key skills. In many classes, teachers promote critical thinking skills and emphasise the success criteria needed for effective learning.
- 73 The main features of lessons judged to be outstanding included:
- very effective strategies to gain and maintain pupils' interest;
 - subject expertise of a high standard;
 - questioning skills of a high order;
 - effective organisation and management of an excellent range of activities;
 - excellent use of a wide range of resources;
 - well paced lesson development;
 - very good opportunities for pupils to make decisions about their work;
 - purposeful and effective levels of interaction and intervention when pupils focus on tasks; and
 - clear and concise plenary sessions.
- 74 The overall quality of assessment is good and meets statutory requirements. There is a clear and well focused policy and this aspect of the school's work is very well co-ordinated. The school has developed a thorough but manageable system of assessment in the core subjects.
- 75 The quality of baseline assessments made on children aged under five, as well as standardised assessments in key stage 1 and key stage 2 are of a high order. The high quality of teachers' assessment has recently been confirmed by the award of the local education authority's (LEA) Assessment Quality Assurance Award. Teachers make effective use of core subject assessments and termly tests to identify strengths and areas for development and to set pupils' individual targets.
- 76 Teachers carefully monitor pupils' progress and an effective electronic tracking system is in operation. A particularly strong feature is the use made of benchmarking data which compares pupils' results with those achieved by pupils in similar schools. This detailed analysis is used for individual, group, class, year group and whole-school target setting. The assessment coordinator shares this with staff and governors and it helps determine the priorities in the school development plan (SDP).
- 77 Processes for recording the achievements and progress of pupils with SEN are very good.
- 78 Teachers have devised good procedures to promote assessment in the foundation subjects and religious education. These are beginning to be

promoted in a structured and effective way. Together with the development of more subject portfolios of work, they are bringing added rigour to assessment.

- 79 The school is currently developing assessment systems further to identify the next steps in learning in all subjects. Schemes of work and short-term planning provide assessment opportunities and on-going assessment informs planning in an effective manner. Teachers know their pupils very well and cater very effectively for their learning needs. During lessons, teachers regularly check on pupils' understanding. Plenary sessions are often used very effectively to consolidate knowledge and understanding.
- 80 High quality marking of pupils' work includes constructive comments and the identification of the best ways forward. Pupils increasingly play an active role in setting themselves individual targets and in evaluating their own progress.
- 81 For every pupil, there is an individual record of achievement file which contains a range of evidence, both academic and pastoral. These files move up the school with the pupils and provide teachers with clear indicators of their past achievements and potential.
- 82 The school has appropriate arrangements for informing those with a legitimate interest about learners' progress and achievements. Key stage assessment data is supplied to the LEA and the school exchanges relevant data with receiving secondary schools. Governors are also kept well informed.
- 83 Annual reports to parents comply with statutory requirements and are of good quality. Pupils' achievements and progress are presented in detail, especially in the core subjects. Reports also identify targets for improvement. Parents appreciate the school's open door policy and the open evenings which are available each term to discuss their children's progress and achievements on a formal basis.

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

Grade 1: Good with outstanding features
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- 84 The inspection team's findings match the school's judgment in its self-evaluation report. The school is highly successful in meeting its curricular aims. The curriculum is broad and balanced and fully complies with legal requirements. It takes due account of national curriculum subjects, the Desirable Outcomes for Children's Learning and the agreed syllabus for religious education. It enriches the lives of the pupils and enhances their knowledge and understanding.
- 85 The curriculum is very well planned to ensure continuity and progression in learning from the nursery through to the end of key stage 2. Most subjects are taught through topics which are clearly structured and make learning relevant and enjoyable.

- 86 Teachers provide a wide range of stimulating learning activities, both inside and outside the classroom. Pupils visit places of historic, cultural, religious and scientific importance so that their opportunities for learning are extended and their horizons are broadened.
- 87 The school has been and continues to be involved in a broad range of local and regional initiatives. These give a good indication of the pro-active nature of its curriculum. They include:
- Cardiff Achievement in Literacy (CAL)
 - Cardiff Achievement in Numeracy (CAN)
 - Numeracy Intervention Project (NIPpers)
 - Cardiff Effective Learning in Primary Science (CELIPS)
 - Raising Attainment and Individual Standards in Education in Wales (RAISE)
 - School Action In Literacy (SAIL)
- 88 The school is very successful in promoting key skills in many lessons. Communication skills are effectively fostered through opportunities to ask questions and discuss aspects of learning with 'talking partners'. Numeracy skills are promoted in a wide range of planned situations and opportunities to apply ICT skills are planned in many lessons. The fostering of thinking and problem-solving skills is a significant feature of many lessons. From a very early age, pupils are encouraged to think about what they are doing and find ways to improve their achievements.
- 89 Pupils get many opportunities to take part in extra-curricular activities which are planned to meet a broad range of interests. Many pupils participate with enthusiasm in sporting, artistic, musical and cultural activities which enrich their lives and help develop their personal and social skills. Pupils in year 5 and year 6 have the opportunity to extend their independent skills when they go on a residential trip to Llangrannog.
- 90 The school is very successful in promoting pupils' spiritual, moral, social and cultural development. Spiritual development is sensitively encouraged in assemblies and in a variety of learning situations. Pupils are offered time to reflect on what is important in their lives and on the natural wonders of the world. Collective worship contributes to pupils' understanding of how different religions foster a spiritual dimension in peoples' lives.
- 91 The school provides frequent opportunities in classes and assemblies for pupils to think about what is right and wrong. They consider how people should behave fairly and honestly towards one another. Members of staff provide excellent role models for pupils in this context.
- 92 The school promotes social development very well. Teachers encourage pupils to take responsibility for their own behaviour and environment. Pupils get opportunities to work together and help each other. From an early age, they are encouraged to clear up after each session and to take a pride in their

classrooms. They enjoy opportunities to make their own class rules and through the school council are able to influence decision-making. Relationships between members of staff and pupils are warm and respectful and this fosters in pupils a confidence when talking to adults.

- 93 The school fosters cultural development very well and nurtures a shared respect for pupils' different cultural backgrounds. Sharing knowledge about each other's lives helps pupils to understand and appreciate the differences and similarities between them. Appropriate emphasis is placed on Welsh culture. The unique location of the school in Cardiff Bay, close to the seat of the Welsh Assembly Government, is used to very good purpose. Pupils have frequent opportunities to visit the Senedd and to receive visits from Assembly Members and Members of the Parliament of the United Kingdom.
- 94 The school is very successful in ensuring equality of opportunity for all pupils. There are clear policies and procedures which guide all planning and teaching and the success of these are shown in the very good progress made by pupils and the sense of harmony within the school. The many different ethnic and linguistic backgrounds of pupils are celebrated and these add to the rich fabric of school life.
- 95 Provision for pupils with EAL, the majority of the school population, is very good. This is shown by the achievements of these pupils by the end of key stages 1 and 2.
- 96 All members of staff work hard to make the curriculum accessible to pupils whatever their skills in English. They are sensitive to the needs of pupils and very supportive.
- 97 The LEA's Ethnic Minority Achievement Service (EMAS) provides one full-time teacher, two part-time teachers and four bi-lingual LSAs, who all work very closely with class teachers to improve pupils' language skills. Pupils are assessed by EMAS staff against agreed LEA criteria to determine their understanding of English and to plan additional support.
- 98 Documentation relating the needs of pupils with EAL is extensive. It is used effectively by senior managers and the EMAS team to plan appropriate interventions.
- 99 Effective support is provided in a variety of ways dependent on pupils' needs. Some pupils are withdrawn for focused teaching of literacy skills and others are supported in class to enable them to participate in mainstream lessons.
- 100 A morning 'achievement' class for more-able pupils with EAL in year 5 and year 6, who are learning English, has a very positive and rapid impact on their achievements.
- 101 The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features which enrich pupils' lives.

- 102 Communication with parents and carers is good. Teachers are readily available to discuss pupils' progress. The school benefits from the translation support provided by bi-lingual LSAs who often act as a bridge between pupils, teachers and parents.
- 103 The school works tirelessly with all groups of parents to ensure their views are represented. It encourages them to play an active part in school life and to become closely involved in their children's education. A focus group has been established and meets regularly to discuss a range of issues. The school listens carefully to parents and is sensitive to the specific needs and concerns of different groups within the community. This is an outstanding feature of the partnership.
- 104 Parents and friends make a positive contribution to the school. Many give freely of their time, helping in the classroom, raising funds for the school and supporting a range of school activities. Communication with parents is well established. Parents have ready access to the headteacher and members of staff and they appreciate the school's welcoming nature. A constructive home-school agreement is in place, which has been signed by all parents.
- 105 The school benefits from an extensive network of contacts within the community and this helps teachers to develop positive relationships with parents and carers. The ongoing support of the previous headteacher in maintaining and extending these links is a vital factor.
- 106 There is a small but active Parent-Teacher Association. It works hard to raise funds and organises events which provide opportunities for other parents to participate. The school invites parents to many different activities and courses to help to build confidence and a sense of partnership. Leaders of different faiths who come into school help strengthen the links with the community.
- 107 The school's partnership arrangements with other schools, particularly the main receiving secondary school, are very well developed. Regular liaison meetings, a sharing of resources and ideas, and bridging units that span year 6 and year 7 help promote continuity between key stage 2 and key stage 3. The school works closely with several other secondary schools to ensure the arrangements for the transfer of pupils are good.
- 108 Highly effective partnerships have been established with a wide range of colleges and teacher training institutions, particular with the University of Wales Institute, Cardiff (UWIC). Students regularly undertake placements at the school and are very well supported by members of staff. They make a good contribution to teaching and learning.
- 109 The school's partnership with the local community is outstanding. Members of staff take full advantage of the diverse and dynamic nature of the community to extend pupils' learning experiences in many subject areas. The school and its various activities are well supported and valued by the local community.

- 110 The policy for personal, health and social education (PHSE) closely follows national recommendations and pupils enjoy a wide range of learning opportunities. The school's provision for work-related education is consistently good with outstanding features and is an integral part of pupils' learning experiences. Teachers successfully address the vocational aspect of the PHSE programme. They make excellent use of the local business community and a range of relevant agencies to promote pupils' understanding of the world of work.
- 111 Through their visits to a variety of retail, commercial and industrial sites, pupils gain first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. A number of dynamic partnerships are in place. These include the Welsh National Opera, Techniquet and film and television companies. They enhance curricular provision and help raise standards in many curriculum areas.
- 112 The school has a strong Welsh ethos. Members of staff and pupils have a positive attitude towards the Welsh language. They give a high priority to its use across the curriculum and in informal situations. The culture and heritage of Wales feature prominently in enhancing the curriculum.
- 113 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are highly successful and pupils succeed regardless of their ability, gender, race or backgrounds. The school's commitment to social inclusion is exemplary.
- 114 The standards in, and provision for, education for sustainable development and global citizenship have good features which outweigh some shortcomings. Pupils are involved in re-cycling schemes, but have only a limited understanding of issues such as global warming, pollution and climate change.
- 115 The school has identified the promotion of education for sustainable development as an area for further development. The school has gained some recognition for being an eco-friendly organisation. Pupils regularly monitor the school's energy consumption and are becoming committed to waste minimisation. The successful gardening and walking clubs provide pupils with opportunities to experience their local environment and to consider ways in which it might be improved.
- 116 The school is committed to celebrating diversity and promoting equal opportunities for all. This is reflected in pupils' understanding of global citizenship and the economic and social inequalities that exist nationally and internationally. The contribution of visiting speakers, as part of the PHSE programme, enhances greatly pupils' understanding of global citizenship.
- 117 Pupils' entrepreneurial skills are promoted very well. Mini-enterprise projects involve pupils in designing, producing, financing and marketing their goods for sale. As a result, they get a good insight into the running of a profitable business. Pupils regular take part in a range of competitions and projects

sponsored by industry and commerce. They show flair, imagination and a willingness to tackle new opportunities with enthusiasm.

- 118 The school is highly successful in laying the foundations for lifelong learning and community regeneration. National priorities are reflected well in its work. Teachers place a high priority on pupils' independence. They encourage them to take responsibility for their own learning. The headteacher, staff and governors are fully committed to the regeneration of the local community. They work in close partnership with a range of local agencies to that end.

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

Grade 1: Good with outstanding features
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- 119 The findings of the inspection team match the judgment made by the school in its self-evaluation report.
- 120 The quality of care, guidance and support and the attention paid to pupils' welfare and well-being is outstanding. The warmth and mutual respect between members of staff and pupils is an outstanding feature and enables pupils to make very good progress in their academic, personal and social development.
- 121 The school plans and manages care arrangements very effectively and draws upon a wide range of support services to ensure pupils' needs are carefully assessed and catered for. This is particularly beneficial for pupils' in challenging and vulnerable circumstances or those who might otherwise be marginalised. Parents and carers are fully involved. The school listens carefully to them and their views are considered and acted upon.
- 122 Good induction procedures are in place for children entering school, for moving up classes and for transferring to secondary school. The youngest children in the nursery class settle very well and are happy in their daily routines.
- 123 The school provides outstanding personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and adults. They expressed high levels of satisfaction with the help and support they receive from members of staff. They feel that teachers are supportive and respect them as individuals. Pupils readily turn to adults for support and guidance. They are listened to and treated with respect.
- 124 Pupils have access to a highly effective PHSE programme. This contributes significantly to the quality of support and guidance offered. The emotional well-being, particularly of older pupils, is enhanced by regular opportunities to engage in discussion about a range of personal issues. Pupils value the provision for PHSE and say it prepares them well for moving on to secondary school. The school's use of specialist agencies including health professionals, welfare agencies, psychological and social services is exemplary.

- 125 The school monitors pupils' behaviour, attendance, punctuality and performance rigorously. It takes prompt and effective action to deal with any issues that arise.
- 126 The deputy headteacher has established very effective procedures to encourage good attendance. These ensure pupils' absence is explained and that attendance patterns are tracked when necessary. She has developed an excellent working partnership with the education welfare officer (EWO). Together they work tirelessly to support those children and their families who experience difficulty with regular and punctual attendance.
- 127 The school has introduced a number of imaginative initiatives to celebrate and reward good or improving attendance. Pupils and parents respond well to these initiatives. These initiatives have a positive impact on attendance rates.
- 128 The school's policies and procedures to promote good behaviour are very effective. Teachers skilfully implement a range of positive strategies to foster good behaviour. Pupils who demonstrate emotional and behavioural difficulties are counselled. Parents are involved and support is sought from external agencies and the behaviour support unit of the LEA when required. These arrangements work well and, with sensitive support, pupils' behaviour usually improves.
- 129 Teachers monitor pupils' academic progress carefully. Pupils are beginning to take a more active role in planning their own progress through the setting of academic and pastoral targets.
- 130 The school has clear, well documented procedures for assuring pupils' health, safety and well-being, which are implemented carefully by members of staff and the governing body (GB). The headteacher and members of staff are successful in establishing an environment where children feel safe and secure.
- 131 Arrangements for dealing with accidents and emergencies are well established and effective, and pupils are supervised well at all times.
- 132 As part of the *Welsh Network of Healthy Schools*, the school is highly successful in promoting healthy eating and a healthy lifestyle. Pupils can obtain fruit at break time and fresh water is readily available throughout the day. They also benefit from a wide range of popular, after-school sporting activities.
- 133 The headteacher, members of staff and governors work in pupils' best interests to safeguard their welfare and ensure they are adequately protected. The school has an appropriate policy and procedures to deal with child protection issues. A senior manager has designated responsibility for child protection and ensures that all adults in the school are aware of the correct procedures to follow. Good working partnerships have been established with social services and other external welfare agencies, and training is regularly updated for all members of staff.

- 134 The provision for pupils with SEN is outstanding. There is a whole-school approach to meet pupils' special educational needs. All members of staff have very positive attitudes to help pupils fulfil their potential.
- 135 There are 67 pupils on the special educational needs register. Four pupils have formal statements of SEN and one is being assessed for a statement.
- 136 The SEN coordinator (SENCo) is very experienced and well qualified. She has specialist expertise which enables her to identify and assess pupils' learning difficulties effectively.
- 137 She works closely with teachers to plan appropriate interventions to meet individual pupil's needs. Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) are written for all pupils on the SEN register. Targets are set to help them overcome their difficulties. Pupils are involved in this target setting in order that they know what they need to achieve. The IEPs and IBPs are reviewed regularly.
- 138 The SENCo is deployed very effectively to assess and teach individual pupils and small groups, and also to plan and manage the provision for all pupils with SEN.
- 139 The school meets statutory requirements for pupils who carry statements of SEN. Policies and procedures meet Welsh Assembly Government guidelines. All documentation is thorough, up-to-date and accessible.
- 140 In the main, pupils at the first level of support receive help within their classes. Pupils with more significant needs are withdrawn from their classes for teaching and support from the SENCo and two LSAs. Arrangements for withdrawing pupils from their ordinary lessons are efficient and ensure that their access to the curriculum is not curtailed. The outcomes of these interventions are very positive and pupils make very good progress.
- 141 The accommodation for teaching pupils with additional learning needs is attractive and very well resourced with a wide range of stimulating materials. Pupils respond very well to warm and supportive relationships with members of staff and they enjoy their learning.
- 142 A governor monitors provision for pupils with SEN and is kept fully informed by the SENCo. A member of the senior management team also has SEN qualifications and she is very supportive of the work of the SENCo.
- 143 The SENCo works closely with LEA representatives and external agencies to ensure that pupils benefit from support. The Reading Recovery programme for younger pupils with significant literacy problems is very effective. The result of this focused teaching is that few pupils in key stage 2 have reading difficulties. The SAIL and NIPpers programmes for developing literacy and numeracy skills are taught by LSAs and they have a positive effect on pupils' confidence and standards.

- 144 Pupils with sensory impairments are supported well by a visiting specialist who uses her expertise to good effect.
- 145 The SEN team cooperates closely with the EMAS team. Members of staff take great care to establish whether a pupil's problems are language-based or show a more specific learning need.
- 146 The SENCo has worked hard over many years to involve parents in planning and decision-making. She is ably assisted by the bi-lingual LSAs who help with translation where necessary.
- 147 The quality of provision for equal opportunities is outstanding. The school fully recognises the diversity of pupils' backgrounds and all are treated equally, with dignity and respect. Teachers ensure that pupils have equal opportunities to participate in lessons and school activities, and stereotypical views are challenged.
- 148 Good race relations are promoted successfully and the ethos of the school recognises, values and celebrates diversity. Appropriate statutory policies are in place and underpin the school's excellent practice.
- 149 The school makes all reasonable efforts to secure the equal treatment of disabled pupils. An accessibility audit has been undertaken and a plan put into place to demonstrate how members of staff will make improvements to the curriculum, physical access and the provision of information for disabled pupils. The school is fully accessible to wheelchair-bound users.
- 150 There are very effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. Such incidents are rare and the school functions well as a harmonious, inclusive and happy community where all pupils are valued equally.
- 151 The organisation of a functioning and vigorous school council helps pupils gain a good understanding of citizenship as well as leadership. It is supervised well and the school nurtures its development. Pupils grasp this opportunity willingly. They benefit from their involvement in the democratic process as it gives them a voice in school improvement. The school council meets regularly and has delegates from key stage 1 and key stage 2.

Leadership and management

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

Grade 1: Good with outstanding features

152 The overall quality of leadership and management has good features, some of which are outstanding. The findings of the inspection team do not match those of the school in its self-evaluation report because inspectors found significant strengths at many levels of leadership and management. The school's leadership is characterised by a very clear-headed and well coordinated educational direction.

How well leaders and managers provide clear direction and promote high standards

153 The school has a clear sense of its own educational direction and high standards are promoted with sustained persistence. The essence of the school's effectiveness is in the excellent teamwork between the headteacher, senior managers, teachers, learners, LSAs and governors. The proof of the high quality of leadership is borne out by the fact that many pupils enter the school with standards well below average and leave it achieving highly.

154 The leadership of the headteacher and senior managers is outstanding. They have successfully led the school through a period of intensive improvement. Their management is inclusive and clear-headed. They have succeeded in reshaping and retaining a team with a high morale. The school's leadership is imaginative, inspiring and well organised. It provides the school not only with able and caring pastoral support but also an innovative educational experience.

155 The deputy headteacher and the senior teacher provide excellent support to the headteacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. Senior managers support student teachers very well and induction procedures for members of staff new to the school are good. The school has a long-standing role as a mentoring school for students from the University of Wales Institute of Education at Cardiff (UWIC). This means that student teachers are often involved in class teaching under the close tutelage of the school's staff. A number of these students have since gone on to become teachers at the school. The school takes very good account of national priorities, local partnerships and cluster arrangements.

156 The school helps develop the expertise of both teachers and LSAs in a highly inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance between meeting the professional needs of individual teachers and achieving its educational priorities.

- 157 The overall quality of subject coordination is good with no important shortcomings. The subject leaderships of English, mathematics, art and religious education are outstanding. The very good work of subject coordinators is reflected in the very good standards pupils often achieve. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work. Good plans are also in place to review schemes of work.

How well governors meet their responsibilities

- 158 Effective governance ensures that pupils are cared for and do well. The GB is very committed to the school. Governors are well informed of its needs through regular meetings with members of staff. They recognise and support the role of the school council, but rarely meet school councillors. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan.
- 159 Governors make regular visits to the school and have formal links with subject coordinators and members of staff with other areas of responsibility. Some governors take a very close interest in their particular areas, such as for pupils with SEN. Newly elected governors are developing their roles in liaising with relevant subject leaders and monitoring the quality of education and standards of achievement. The GB meets all regulatory and legal requirements.

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

Grade 1: Good with outstanding features.

- 159 The school's self-evaluation processes and planning for improvement are good with outstanding features. The inspection team's findings correspond with the school's judgment in its self-evaluation report.

How effectively the provider's performance is monitored and evaluated

- 160 The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive, accurate and of high quality.
- 161 Mount Stuart School is committed to improving standards. It has successfully developed very good self-evaluation procedures. The findings of the inspection team were in line with or above all of the judgments made by the school in its self-evaluation report. The school is better than it judges itself to be. The self-evaluation report is honest and thorough and governors, members of staff and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils often have opportunities to share their views through their representation on the school council.

- 162 The headteacher, senior managers and subject coordinators regularly monitor and evaluate the quality of teaching and learning. Coordinators also take in pupils' work to assess the outcomes of teaching on a regular basis.
- 163 Performance management and appraisal procedures are of very good quality. Teachers receive regular, in-service training of high quality. Where the school cannot source such training externally it uses the very good in-house expertise of individual teachers to train other members of staff.

The effectiveness of planning for improvement

- 164 The quality of planning for improvement is good as shown by the school's excellent improvement since its last inspection. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan. This notes the school's needs and responsibilities well. Financial implications and timescales are clearly stated. It is a useful working document with specific, measurable success criteria. The headteacher and GB ensure that very good resources are provided to achieve key targets. Governors, teachers and LSAs are closely involved in planning for improvement and their views are carefully considered.
- 165 The headteacher and senior managers monitor teaching carefully and have an accurate picture of the school's strengths and areas for improvement. The school ensures that pupils get good specialist teaching in important areas.
- 166 Progress since the last inspection has been excellent. The quality of teaching has improved and is now often outstanding. The overall standards pupils achieve are consistently at least good. The quality of care and guidance is outstanding as is the quality of leadership and management.

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

Grade 1: Good with outstanding features.

- 167 The inspection team's findings correspond with the school's judgment in its self-evaluation report.
- 168 The quality of the members of staff and the effective way they are deployed are outstanding features. The school has a very good complement of teachers to deliver the curriculum. They are suitably qualified and provide a wide range of subject expertise, experience and skills. The school invests generously in enthusiastic and effective LSAs who work very well with teachers. All members of staff have job descriptions which give a clear outline of their responsibilities.
- 169 The senior management team deploys and manages members of staff very effectively. The delegation of responsibility is very good. Curriculum leaders contribute very well to the development of their subjects. The programme for continuing professional development is outstanding. They attend a wide range of training sessions and this has a positive effect on their skills and

understanding. Particularly good use is made of in-house expertise. A significant number of staff has gained a wide range of further and higher qualifications over the last four years. Newly qualified teachers receive support of high quality as do student-teachers on school placement.

- 170 Arrangements for performance management are very well established and contribute effectively to strategic management and school improvement. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been very effective in helping to raise standards in the last few years.
- 171 The skilful use of resources is good with outstanding features. All learners have access to a very good range of materials and resources that are matched well to their needs. The quality and quantity of computers and interactive whiteboards are very good and effectively promote pupils' ICT skills. Each classroom is well stocked with a broad range of books, which enhance their reading and research skills. The school libraries have a good range of fiction and non-fiction books. The outdoor learning equipment is used particularly well by children aged under five. Resources are audited regularly and subject leaders monitor their use in order to assess the extent to which they can be improved.
- 172 Pupils enjoy very good opportunities to use resources outside the school through many visits to museums, galleries, theatres and field centres. These visits enrich the curriculum outstandingly. The community and local environment are used very well to provide additional activities to enrich the curriculum. Visitors to the school contribute effectively to support teaching and learning.
- 173 Overall, the school environment and grounds are very well maintained. The site manager and cleaners work hard to keep the school clean and tidy. Some issues relating to the site's borders have been identified and these are currently being addressed by the school and the LEA.
- 174 In general, the building is suitable for the numbers on roll and meets the requirements of the National Curriculum. The hall is innovatively designed but some classrooms are a little cramped for the number of children in them. The school makes very good use of its site. The ICT suite, libraries and outdoor play areas are attractive and well used. Corridors and classroom walls have interactive displays of a high standard. Displays celebrate pupils' achievements and contribute greatly to the stimulating ethos.
- 175 The school matches resources very well to its priorities. Strategic planning of finance through the SDP is very good. Managers give a high priority to maintaining staffing levels, as well as good resources in all subjects. Substantial spending decisions during recent years have had a marked impact on school improvement. These include the purchase of interactive whiteboards and laptop computers, updating of the computer suite and the installation of a wireless network system. They also include the creation of an additional classroom for pupils with SEN and extensive development of the outdoor areas for children aged under five.

Report by Robert Isaac
Mount Stuart Primary School 18th to 20th June 2007

- 176 The school has successfully generated additional income from a wide range of sources. Revenue from the RAISE grant has been used particularly effectively. Funds raised by the Parent-Teacher Association have provided a valuable additional source of income and enhanced provision in a number of ways.
- 177 The administrative officer and her team perform an outstanding service in ensuring the school's smooth daily running. The finance committee of the GB monitors budget allocations closely. All governors are involved in spending decisions. Expenditure is regularly and effectively reviewed to ensure best value for money.
- 178 Mount Stuart Primary School gives very good value for money. This is borne out by pupils' progress and the high standards they achieve, the strength of teaching, the richness of the overall curricular provision, the outstanding leadership and the excellent progress made since the last inspection.

Standards achieved in subjects and areas of learning

Under 5s - children aged 3-4 in Nursery classes

Language, literacy and communication

Grade 1: Good with outstanding features

Good and outstanding features

- 179 Children listen very carefully to adults. They demonstrate good understanding when following simple instructions in English or Welsh. They answer questions confidently and many ask questions or contribute their own ideas. Children who enter school with little or no knowledge of English make very good progress during their time in nursery. By the end of the year, they participate in activities independently.
- 180 Children enjoy listening to stories. They follow the story in the shared book attentively and understand that words have meaning. They identify familiar objects in the pictures demonstrating a developing vocabulary. They use the pictures well to make sense of the story and to anticipate what will happen next. Most handle books correctly and know how to turn the pages. They make steady progress in recognising letters and sounds.
- 181 They hold crayons, pencils and brushes comfortably and enjoy making representational marks on paper. Some are beginning to copy shapes and letters. Their early writing skills are developing well.

Personal and Social Development

Grade 1: Good with outstanding features

Good and outstanding features

- 182 Children come into class happily. They separate easily from parents and carers and settle quickly to class routines. They are keen to start their activities. They work well with partners and small groups. They make choices, take turns appropriately and are helpful to each other. They are happy to talk to adults about what they are doing and ask for help when needed. They help with tidying away.

Mathematical Development

Grade 1: Good with outstanding features

Good and outstanding features

- 183 Children carefully sort and match shapes and colours and many count accurately to ten in English and Welsh. They recognise and make basic patterns using a variety of equipment. Many join successfully in a range of counting games and rhymes. They make good progress in naming numerals to five. They begin to understand the concepts of bigger and smaller.

- 184 Children develop very good understanding of length, weight, capacity and time through a wide range of practical activities, both indoors and outdoors. Mathematical language is fostered through play in the sand and water areas, through the use of large and small play equipment and through close links with creative activities.

Knowledge and Understanding of the World

Grade 1: Good with outstanding features
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Good and outstanding features

- 185 They soon learn that different people speak different languages and they are comfortable with this diversity. They make friends across the language divide and communicate well even before they are able to speak English together. They are familiar with daily routines. They know that people do different jobs. They develop an understanding of change over time. They recognise objects which are used nowadays and those which were used in the past. They are aware that they were once babies, but have now grown.
- 186 Children benefit from their outdoor classroom where they observe the natural world. They are aware of differences in the weather and of the changing seasons. They know what clothes they have to wear outside. They experience the different textures and feelings of the paths around the garden and compare the various plants and leaves which they see. In the sensory room, they experiment with different sights, sounds and textures.

Creative Development

Grade 1: Good with outstanding features
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Good and outstanding features

- 187 Children enjoy expressing themselves through a variety of media. They select and mix paint to create lively pictures which they are happy to talk about. They cut and stick paper, textiles and other materials to make collages and patterns. They respond to music in a lively way and sing familiar nursery rhymes and songs well. They enjoy dressing up and taking part in imaginary play.

Physical Development

Grade 1: Good with outstanding features
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Good and outstanding features

- 188 Children handle small equipment such as paintbrushes, pencils, scissors and glue brushes effectively and safely. When playing with larger toys and outdoor apparatus, they display good control and use space sensibly. They run, jump and climb showing good co-ordination for their age.

Under 5s - children aged 4-5 in Reception classes

Language, Literacy and Communication

Grade 2: Good features and no important shortcomings

Good features

189 Most children listen attentively to adults and follow a short sequence of instructions correctly. They respond well to simple questions in English and Welsh. They answer questions about their shared books with enthusiasm. They talk about previous learning using words such as 'vehicle' and 'transport'. They listen well to each other. Pupils who speak English as an additional language participate fully and express themselves clearly. Children enjoy books and handle them appropriately. They know that the written word has meaning and arrange words in sequence to make a sentence. Children handle writing equipment correctly. Most write their own name independently. Children use many opportunities every day to practice their writing skills and make steady progress. Some write simple sentences independently. Others copy or trace over an adult's writing carefully. They all enjoy sending postcards about their holidays or creating their own books.

Personal and Social Development

Grade 2: Good features and no important shortcomings

Good features

190 Children have good relationships with their peers and show respect and sensitivity towards others. Children know class routines well and settle quickly to their activities. They organise themselves with minimal adult intervention. They enjoy talking to adults, explaining what they are doing and receive praise with pleasure. They show good concentration skills.

Mathematical Development

Grade 2: Good features and no important shortcomings

Good features

191 By the end of reception, most pupils can count to ten and beyond. They recognise numerals and many write them independently. They sort and match by colour and by two-dimensional and three-dimensional shapes. Their knowledge of mathematical vocabulary is good so that they talk with confidence about more and less, or heavy and light. Children taking part in a survey of local vehicles count and record what they see and calculate the most common form of transport. Children use directional toys with confidence, pre-setting them to move a number of squares and turn in a set direction. They sort and match accurately and sequence by size. They understand the use of money and can recognise the value of some coins.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

192 Children know the names and sequence of weekdays. They describe the weather in English and Welsh and describe how it feels. Many children have travelled to other countries and explain how they travelled and what the weather was like. They talk with confidence about the features of the seaside and what they do there. Children know they live in Cardiff in Wales though many of their families originate from other countries. They are familiar with some Welsh traditions and songs. Children ask questions confidently and contribute well to problem solving, such as working out what to put in a suitcase for a holiday. They use computers confidently. Most use a mouse successfully to select and drag, copy and paste. They understand that a computer can be used for many purposes.

Creative Development

Grade 2: Good features and no important shortcomings

Good features

193 Children compose and record their own pieces of music using coloured circles to guide them in selecting the right note on a tuned instrument. They concentrate very well when performing their piece and are justly proud of their achievements. They enjoy listening to and responding to music. They sing simple songs in tune and accompany themselves on untuned instruments. Children use paint imaginatively to illustrate stories they have read. They use different materials sensibly and with interest. Their painted handkerchiefs have lovely patterns and colour combinations. They show a keen sense of observation in their artwork. Children often participate happily in role-play, sometimes dressing up and acting out parts which they choose for themselves.

Physical Development

Grade 2: Good features and no important shortcomings

Good features

194 Most children have well developed control of small equipment. They use pens, pencils, scissors and other implements correctly and manipulate small objects such as jigsaw pieces and Lego blocks well. Children use the large outdoor play area energetically. They move their bicycles, scooters and other large toys at different speeds, changing direction with very good hand-eye co-ordination and control. In the hall, they enjoy running, hopping, jumping and moving their bodies to music with a good sense of rhythm.

English

Key Stage 1:	Grade 2	Good features and no important shortcomings
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Key Stage 2:	Grade 1	Good with outstanding features
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Outstanding features

195 In discussion, older pupils display an outstanding vocabulary and are articulate, perceptive and concise.

196 Pupils in key stage 2 have a very good understanding of the differences between direct and indirect speech.

Good features

197 Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.

198 Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, more-able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many pupils develop a good knowledge of the alphabetical order of letters.

199 Pupils in key stage 1, including those with SEN, make good progress from emergent to independent writing. By the end of key stage 1, a few write creatively using some of the key features of narrative.

200 Year 2 pupils suggest good, creative ideas for the endings to stories read aloud to the class. A few more-able key stage 1 pupils write at length. Their writing is well organised and they plan and revise their work well.

201 Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers, in writing and orally, in full sentences. They make good progress in speaking for different purposes and audiences and collaborate effectively in discussions.

202 Pupils in key stage 2, including those with SEN, read aloud well. Many make good progress. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. They skim and scan the pages to find the answers to their questions and use dictionaries and thesauruses to find the meaning of unfamiliar words. Most have a good understanding of the basic skills in reading, and develop effective strategies to

- deal with unfamiliar words. They discuss plot and character well. Most older pupils identify types of words such as nouns or verbs.
- 203 Most key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Pupils with SEN make rapid progress because of the support they get from specialist teachers and assistants, both in mainstream classes as well as in withdrawal groups.
- 204 By Year 6, pupils' skills in reading are often very good and they have a number of favourite authors, ranging from Charles Dickens to J.K. Rowling. They are confident in discussing plot and character and have benefited greatly from visits to the school by authors, actors, singers and poets. More-able readers read with expression, using different voices for different characters.
- 205 Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school library.
- 206 Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed. They understand terms such as the contents page, index and glossary, and recognise that these are guides to finding information.
- 207 Key stage 2 pupils with SEN and those of below-average ability have a good understanding of language terminology. They use phonic strategies well to read unfamiliar words.
- 208 Throughout the school, pupils with EAL often make very good progress from a low starting point. By the time they reach year 6, they write good stories with sub-plots for a defined audience.
- 209 Pupils in upper key stage 2 write well, sometimes achieving outstanding results. Their work shows a command of the characteristics of creative, poetic, persuasive and informational writing. Their creative writing can be moving to read and they have a very good understanding of how to write for different audiences. Many understand how to use punctuation and have a good vocabulary.
- 210 Generally, the work of more-able pupils is excellent, showing very good use of adjectives, neat sentence construction and good punctuation. They come up with accurate and perceptive words tellingly.
- 211 When teachers use an interactive whiteboard for literacy lessons with relevant text and images, it has a very positive impact upon pupils' understanding. Older pupils in key stage 2 use computers skilfully to word process their stories and poems and combine suitable images and text well.

Mathematics

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

Key stage 2: Grade 1 – Good with outstanding features

Outstanding features

- 212 Pupils in key stage 2 use and understand a wide range of mathematical terms.
- 213 Key stage 2 pupils make very good progress in creating and interpreting a wide range of graphs and tables.
- 214 Older pupils achieve well in problem solving and the use and application of mathematics in a wide range of contexts.

Good features

- 215 Throughout key stage 1, most pupils make good progress and achieve well in their understanding of number and money. Younger pupils have a good grasp of number bonds and demonstrate good skills in sorting and sequencing numbers. Older pupils differentiate effectively between even and odd numbers and the majority add and subtract accurately and make appropriate progress in exploring number patterns. Across the key stage, the majority of pupils achieve well in relation mental calculation. By the end of the key stage, they have a good grasp of two, five and ten times tables.
- 216 Key stage 1 pupils make good progress in estimating, weighing and measuring. Younger pupils develop a good understanding of time in half-hour intervals while most year 2 pupils focus well on quarter hours. Year 2 pupils develop a good understanding of halves and quarters. They make good use of this in their focus on position and direction. They begin to develop a sound understanding of angles. Most pupils can create simple pictograms and bar graphs effectively. The majority of pupils make good progress in their problem-solving skills.
- 217 Key stage 2 pupils make very good progress in using multiplication tables effectively and show skill in mental mathematics. Pupils develop a good understanding of weight, measurement, area and perimeter. Younger pupils focus very well on time and apply their knowledge effectively in a variety of situations. Older pupils compare analogue and digital time accurately and are very skilled in solving time problems.
- 218 Pupils in year 3 and year 4 show a very good understanding of simple fractions and sums of money. By the end of year 6, most pupils have a very good grasp of the relationship between decimals, percentages and fractions. They develop a very good understanding of the concepts of ratio and proportion. Year 5 and year 6 pupils investigate and solve problems in these contexts thoroughly and accurately.
- 219 Key stage 2 pupils demonstrate a good understanding of two-dimensional and three-dimensional shapes and their properties. They show a good

understanding of reflection and symmetry. They understand angles and are skilled in measuring them.

- 220 Key stage 2 pupils make very good progress in database work. They use their computer skills effectively in this context. Most younger pupils are skilled in creating and interpreting a range of different types of graphs. Older pupils use a good range of terms including mode, median and range. They solve problems well by representing data in tables, charts, graphs and diagrams.

Information technology

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

Key stage 2: Grade 2 – Good features and no important shortcomings

Good features

- 221 In both key stages, pupils use computers for a good range of purposes and this helps them to develop their skills. Many pupils make good use of a digital camera to record their experiences in different subjects and manipulate images.
- 222 Pupils in key stage 1 and 2 use appropriate graphics packages and other programs well to support their work in English, mathematics, art and music.
- 223 Key stage 1 pupils use a word processing package well to produce short pieces of written work. Most develop good skills in using the mouse to move images from one part of the screen to another. They make good progress in opening, editing and saving text and printing items of work.
- 224 Pupils show skill in using simple databases to create graphs. Year 1 pupils represent data in pictograms while older pupils create good bar graphs.
- 225 Pupils have a good understanding of computer modelling and simulation. In their LOGO work, older pupils input instructions accurately to control the movement and directions of a computer guided robot.
- 226 Key stage 2 pupils use databases carefully to refine a range of information before inputting the data to create different graphs. Pupils in year 4 use branching databases effectively while older pupils use spreadsheets in a variety of contexts very well. They have a good understanding of the importance of checking the quality of computer data.
- 227 Pupils in key stage 2 have effective word processing skills when presenting their work in other subjects. Older pupils make particularly good use of desktop publishing to record features of school life.
- 228 Most pupils vary the font and size of print competently and copy and paste information fluently. They incorporate images alongside text in PowerPoint presentations. Older pupils incorporate sound in high quality multimedia presentations about key features of the lives of eminent Welsh people.

- 229 Key stage 2 pupils make good use of CD-Roms and the internet to research and gather information about specific topics in various subjects.
- 230 They show effective modelling and simulation skills in work associated with the environment and threats to the rainforests.

Shortcomings

- 231 There are no important shortcomings but the skills of a minority of older pupils in sending and receiving electronic mail for educational purposes are under-developed.

Art

Key Stage 1:	Grade 2	Good features and no important shortcomings
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Key Stage 2:	Grade 1	Good with outstanding features
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Outstanding features

- 232 Older pupils' artistic creations are generally of outstanding quality and adorn the school's walls to very good effect. Pupils in key stage 2 show creativity of a high order. Pupils' work shows that art makes a considerable contribution to their spiritual development. The work of older pupils is often highly individualised and shows that they are successful in making a personal response to a stimulus.

Good features

- 233 Pupils generally are very enthusiastic in their approach to art and are excited by the work they do. They collaborate well and show a critical appreciation of each other's work.
- 234 All pupils enjoy art and create vivid pictures and crafts in both key stages. They learn a wide range of different artistic skills well. Examples of their assessed work show much progress in their learning.
- 235 In key stage 1 and key stage 2, pupils experiment creatively with shade, tone, line and texture. They mix colours effectively, after initial group discussions using an interactive whiteboard. They show their work with pride and explain their choices well. They are confident and daring when using paint, charcoal or pencil to create compelling images.
- 236 Lower key stage 2 pupils work on textile designs using fabrics on a template. Their three-dimensional, clay masks are often very good. Key stage 2 pupils learn about the specific styles of artists through the teacher's highly imaginative approach and the skilled use of the interactive whiteboard. Their paintings in the style of Picasso capture the essence and spirit of his work on Cubism.

- 237 Pupils show good listening skills and then take part in lively discussions before creating their own paintings in the spirit of famous artists. They appraise their own and each other's work constructively. They show high levels of creativity and interpretation in their work. Their felt puppets are very colourful, individual and well made.
- 238 Pupils in key stage 2 make, bake and display Tudor tiles and three-dimensional foil models, in the style of Giacometti, of at least good quality. Pupils have produced very artistic versions of Islamic art. Their paintings of still-life objects are very much in the style of artists such as Lichtenstein and Hockney. Their Wetlands tiles are mounted and displayed to create a spiritual and eye-catching effect.
- 239 Pupils gain significant artistic benefits from working with talented artists-in-residence. They have made good artistic contributions to an international art project which involved them in links with countries such as France, Spain, Poland and Latvia. Their work has been displayed in the Norwegian Church in Cardiff Bay.
- 240 Pupils have been involved in very imaginative projects such as the Throne of Weapons, the Afro-Caribbean project and the Cardiff Bay Arts Trust. They have woven very colourful and sensuous landscapes of the Welsh mountains and coast.

Shortcomings

- 241 Pupils have a limited knowledge of Welsh artists or artists who have worked in Wales.

Religious education

Key stage 1: Grade 1	Good with outstanding features
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Key stage 2: Grade 1	Good with outstanding features
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Outstanding features

- 242 Pupils in both key stages express great enthusiasm to know about different religions in order to be able to respect other people's beliefs and traditions and to live in harmony with each other.
- 243 Pupils in both key stages show great respect for the beliefs of different people and for their customs and traditions.
- 244 By the end of key stage 1, pupils have a very good understanding of many elements of three major world religions.
- 245 By the end of key stage 2, pupils have very good knowledge and understanding of Judaism, Christianity and Islam and are familiar with some features of other

major world faiths such as Buddhism, Hinduism and Sikhism. They also have some knowledge of Rastafarianism.

- 246 The breadth of their knowledge gives many pupils a wide perspective on the role of religion in peoples' lives and how faith influences choice.

Good features

- 247 Pupils know the names of the founders and great teachers of Christianity and Islam and understand the basic tenets of these faiths.
- 248 They know that the Bible consists of the Old and New Testaments and that the New Testament is about the life and teachings of Jesus. They know that the holy book of the Jewish religion is the Torah and that the Qu'ran is the holy book of the Moslem religion. They understand that some stories in the Old Testament also occur in the Torah Scrolls and the Qu'ran. They are familiar with the biblical Creation story.
- 249 Pupils know the different symbols used in each religion and can name the places of worship used by Jews, Christians and Moslems. They describe accurately some of the main festivals of each religion and explain why they are important.
- 250 They understand that religious believers obey laws and customs which influence their lifestyles such as the foods they eat, the way they dress and the way they pray.
- 251 They know the founders of the Jewish, Christian and Moslem religions and are familiar with some of their teachings. They know that followers of these religions believe in one God who is called different names in each faith. They can describe some of the differences and similarities between the religions.
- 252 Pupils talk with confidence about the Holy Scriptures, places of worship and religious leaders of each of the three faiths.
- 253 They know that the three religions share many stories from the Old Testament of the Bible and name prophets, such as Abraham, respected by all three faiths.
- 254 They describe and explain the significance of ceremonies such as Confirmation for a Christian, Bar Mitzvah and Bat Mitzvah for a Jew and the Five Pillars of Islam for a Moslem.

School's response to the inspection

- 258 Members of staff and governors have considered the outcomes of the inspection and are delighted that the findings acknowledge that Mount Stuart Primary School has many outstanding features.
- 259 We are pleased that the inspection team found that the quality of teaching and standards of achievement are above the Welsh Assembly's all-Wales targets across all phases of the school. It is also pleasing to note that the school was judged to make excellent progress since its last inspection.
- 260 Inspectors found that the school recognises fully the diversity of its pupils' backgrounds and that all are treated equally, with dignity and respect. The report also judged that the quality of care, guidance and support and the attention paid to pupils' welfare and well-being is outstanding. These outcomes are a reflection of the dedication and hard work of pupils, staff and governors and the strong partnerships that exist with parents and the wider community.
- 261 We are particularly pleased that the inspectors considered that the school fulfils it aims outstandingly well. The report also noted that the school provides an able and caring pastoral support and also an innovative educational experience. The inspectors' recognition of strong teamwork throughout the school was welcomed by all stakeholders.
- 262 We are very proud of our pupils and agree with the inspection team that their behaviour and attitudes to learning are major strengths. Pupils are highly motivated, enthusiastic and confident learners. The quality of their problem-solving and thinking skills were judged to be outstanding.
- 263 The school would like to thank the inspection team for their integrity and experience, and the professional and courteous manner in which the inspection was conducted. We recognise the work undertaken by the inspection team both before, during and after the inspection. The inspection team's opinions are valued and the recommendations will be acted upon as part of the school's continuous cycle of improvement.
- 264 In order to address the key issues identified by the inspection team we intend to:
- a) review the curriculum, teaching strategies and resources for learning to ensure that the achievement of boys is comparable to girls;
 - b) monitor the levels of absence and introduce new incentives to encourage improved attendance; and
 - c) increase pupils' awareness of a sustainable lifestyle by working towards the attainment of the Eco Schools Gold Award.
- 265 Mount Stuart Primary School will strive to maintain the high standards and quality of provision that have been identified throughout the report.

Appendix 1

Basic information about the school

Name of school	Mount Stuart
School type	Nursery and Primary
Age-range of pupils	3 – 11
Address of school	Adelaide Street, Butetown, CARDIFF
Postcode	CF10 5BS
Telephone number	02920-481188

Headteacher	Mrs Sharon Randall-Smith
Date of appointment	6 th April 1999
Chair of governors	Mr John Higgins
Registered inspector	Mr Robert Isaac
Dates of inspection	18 th to 20 th June 2007

Appendix 2

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	26	53	30	23	33	38	29	34	266

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	2	13.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.1 : 1
Pupil: adult (fte) ratio in nursery classes	17.3 : 1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	25.2
Teacher (fte): class ratio	1.43 : 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2006	80.5	92.1	91.5
Autumn 2006	87.5	86.0	91.6
Spring 2007	87.0	89.4	94.06

Percentage of pupils entitled to free school meals	50%
Number of pupils excluded during 12 months prior to inspection	3

Appendix 3

National Curriculum Assessment Results (compared with nat. averages for 2005) End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2		35			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School		0	3	82	15	97
		National	0	4	12	64	20	84
English: reading	Teacher Assessment	School		0	12	70	18	88
		National	0	4	14	56	26	82
English: writing	Teacher Assessment	School		0	3	88	9	97
		National	0	5	14	69	12	81
English: speaking and listening	Teacher Assessment	School		0	6	73	21	94
		National	0	2	11	64	23	87
Mathematics	Teacher Assessment	School	0	0	3	73	24	97
		National	0	2	10	63	24	87
Science	Teacher Assessment	School	0	0	6	73	21	94
		National	0	2	9	65	24	89

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment

In the school	94%	In Wales	81%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results (compared with nat. averages for 2005) End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		36							
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	7	7	56	30	86
		National	0	0	1	0	1	4	15	47	32	79
Mathematics	Teacher assessment	School	0	0	0	0	0	4	11	48	37	85
		National	0	0	1	0	1	3	15	47	32	79
Science	Teacher assessment	School	0	0	0	0	0	4	4	56	37	93
		National	0	0	1	0	0	2	11	51	35	86

Percentage of pupils attaining at least level 4 in English, mathematics and science by Teacher Assessment

In the school	78%	In Wales	74.3%
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D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Four inspectors spent a total of eleven inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 47 lessons or parts of lessons;
- all classes;
- four acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses to a questionnaire from 42 parents;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and present work.

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

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect and Subject Responsibilities
Mr Robert Isaac	Registered inspector	Summary and Full Reports Key Questions 1, 5, and 6 English, Art
Mrs Sharon Randall-Smith	Nominee & Head	Contributing to all key questions
Mrs Janet Warr	Lay Inspector	Contributing to: Key Questions 1, 3, and 4
Mrs Arlene Thomas Ramasut	Team Inspector	Key Questions 3, and 4 (SEN) Early Years Religious Education English as an Additional Language
Mr Brinley W. Jones	Team Inspector	Key Questions 2 and 7. Mathematics, Information Technology

Acknowledgement

The visiting inspectors wish to thank the headteacher, the governors, all members of staff and the pupils for their unfailing help, co-operation and courtesy during the inspection.

Inspection contractor

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