

INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996

Ninian Park Primary School

Virgil Street
Grangetown
Cardiff

SCHOOL NUMBER: 681/2101

DATE OF INSPECTION: 8 – 11 March 2004

BY

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REGISTERED INSPECTOR No W111/16230

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CURRICULUM NOMENCLATURE AND KEY STAGES

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

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

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

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

GRADE DESCRIPTIONS

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

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

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1. CONTEXT

The school and its priorities

Ninian Park Primary School serves an inner city area to the west of Cardiff and is housed in two large Victorian buildings. Outside, there are hard surfaced yards, a garden area and a play area for early years pupils. There are 328 pupils on roll in reception, KS1 and KS2 classes with an additional 52 nursery pupils attending for morning or afternoon sessions and another 13 pupils in a special educational needs (SEN) class. Numbers on roll have fallen slightly in recent years.

The school indicates that it serves an economically disadvantaged area and the nature of the intake is disadvantaged. Thirty three per cent of pupils are registered as being entitled to receive free school meals although the school believes that this figure is higher because some families do not claim their entitlement. Seventy per cent of pupils come from a variety of minority ethnic groups and for 63% of pupils, the language spoken at home is a language other than English. In total, there are 25 languages spoken in school but there are no natural Welsh speakers. A third of pupils are on the SEN register and sixteen pupils have statements of SEN; thirteen of these have moderate learning difficulties (MLD) and are taught in the MLD unit.

The school aims to value equally the faiths, cultures and languages of all and promote quality learning within a caring environment. The school development plan for 2003-4 identifies priorities for the curriculum, for pupils' development and for leadership and management roles. Curriculum priorities are to improve the quality of provision and standards in writing, science, music, art, religious education, physical education and personal and social education (PSE). Priorities for pupils' development are linked with health education, pupils' behaviour and the formation of a School Council involving pupils. Leadership and management priorities are linked with roles of staff working with early years pupils, pupils with EAL and those with SEN. The eighteen full time and three part time teachers work alongside 7 centrally funded, part time Ethnic Minority Achievement Service (EMAS) teachers who provide English as an Additional Language (EAL) support. Two part time teachers assist children of asylum seekers. Individual support for pupils is enhanced by a total of 16 part time learning support assistants for pupils with SEN or EAL needs. The headteacher and her deputy have been in post since just before the last inspection. Other staff have been in post for between 7 months and 16 years with the majority appointed since the last inspection.

The school was last inspected in May 1998. At the time of the current inspection, there was one supply teacher and a temporary SEN Co-ordinator (SENCO) covering for two members of staff on long-term absence due to ill health.

2. MAIN FINDINGS

{~}The main findings of the report

Ninian Park Primary School has made significant improvements since the last inspection. Through the efforts of a committed and hard working staff, pupils make good and sometimes very good progress. The headteacher, staff and other adults provide very good role models for pupils and, together, create a climate of mutual respect in which individual talents are valued and cultural diversity and racial harmony are promoted positively.

- Standards of achievement were 99% satisfactory or better in the work seen during the inspection, of which 67% was good and 11% very good.
- The educational provision for early years children, taken overall, is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
- Standards achieved by early years children are as follows:

Area of Learning	Nursery	Reception
Language, Literacy and Communication Skills	Good	Good
Personal and Social Development	Good	Good
Mathematical Development	Good	Good
Knowledge and Understanding of the World	Good	Satisfactory
Creative Development	Good	Good
Physical Development	Good	Good

- In KS1 and KS2, overall standards of achievement are:

Subject	KS1	KS2
English	Good*	Good*
Mathematics	Good	Good
Science	Good	Good
Welsh (Second language)	Good	Good
Design and Technology	Good	Good
Information Technology	Good	Satisfactory
History	Good	Satisfactory
Geography	Good	Satisfactory
Art	Very Good	Good
Music	Good	Good
Physical Education	Very Good	Good
Religious Education	Good	Good

* Handwriting is satisfactory.

- Pupils' attainment is below national averages in all three core subjects but there has been a steady improvement in results in recent years and they are beginning to compare well with schools in a similar context.
- The majority of pupils learn English as an additional language and many enter the school with little or no knowledge of English. In both key stages, pupils with EAL make good progress.
- In both key stages, standards in key skills across the curriculum are good in speaking, listening, reading, numeracy and information and communications technology. In the key skill of writing across the curriculum, standards are satisfactory overall.
- Provision for pupils' spiritual and moral development is good; provision for social and cultural development is very good. The very good quality of pupil-teacher relationships contributes substantially to the positive and purposeful working environment. Pupils co-operate well during class activities and make very good progress socially. Awareness of various cultures and Y Cwricwlwm Cymreig develops very well. At present, the school does not comply with statutory guidelines for a daily act of collective worship identified in the National Assembly for Wales Government circular 10/64.
- Attendance is satisfactory. The average attendance for the last three full terms prior to the inspection was 89.5%, a rise of 4% from the last inspection. A high proportion of pupils come from a wide range of ethnic backgrounds, and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on average attendance.
- The behaviour and attitudes of pupils are good overall. Overall, there are very good relationships in the classroom between pupils and staff. Pupils are friendly and courteous to each other and to adults. They generally move around the school in an orderly and sensible manner. Staff set clear parameters for acceptable behaviour and these are reinforced by consistent use of rewards and, if necessary, sanctions.
- The quality of teaching was satisfactory or better in 99% lessons observed including almost 80% where the quality of teaching was good (50%) or very good (30%). Teaching in the nursery is good, that in reception classes is satisfactory and sometimes good. Teaching in KS1 is at least good and often very good. Teaching in KS2 is good overall and sometimes very good.
- Strengths of teaching include high expectations for pupils' achievements, the very effective use of learning support assistants, the modelling of good language patterns and vocabulary and the wide range of teaching strategies used to support learning. Shortcomings in teaching observed during the inspection were connected with the quality of explanations, the level of challenge, the management of pupils and the pace of delivery.

- Standards in assessment, recording and reporting are good overall. The recently revised policy for assessment, recording and reporting is comprehensive, well-organised and clear. Most elements of the policy are implemented consistently through the school but there would be benefit in developing a greater consistency in the quality of the marking of pupils' work and further development of portfolios of moderated work to exemplify standards. Annual reports to parents are written with very good knowledge of pupils' personalities, and recognition of effort and progress made.
- The school provides a good quality, broad curriculum, which meets statutory requirements. However, the long duration of some teaching sessions, notably Welsh, militates against good levels of pupils' concentration. Opportunities for exploration and independent thinking require extension in reception classes. Planning for key skills across the curriculum requires further development. The setting of pupils by ability for mathematics works well and is having a positive impact on standards.
- The provision for pupils' support, guidance and welfare is very good. The school provides a welcoming and caring environment where all pupils, including the under-fives and those with special educational needs (SEN), feel safe, happy and secure. It promotes a very effective culture of inclusion and respect for the pupils of the diverse ethnic backgrounds who attend the school. Health and safety issues are addressed carefully.
- Provision for SEN pupils with moderate learning difficulties (MLD) who attend the unit and pupils with SEN in the mainstream is good, particularly in relation to the support offered by learning support assistants. Pupils with SEN are fully integrated in the life of the school and make good progress commensurate with their age and ability. The school has effective procedures for the early identification of special needs in the Early Years and KS1. Pupils with SEN are regularly assessed for progress and the school makes good use of diagnostic assessments to identify weaknesses and to provide appropriate support.
- Partnership with parents and the community, schools and other institutions is very good. The school has close links with the community it serves. Partnership with industry is good.
- The quality of self-evaluation and planning for improvement is very good. The school has made significant improvement since the last inspection and a culture of self-analysis and evaluation is now well established. The senior management team, staff with subject leadership roles and members of the governing body (GB) are closely involved in analysing progress and considering ways forward for the school.
- The quality of leadership and efficiency is very good. The headteacher is very organised and adept at managing a complex team of staff including teachers, EMAS teachers and learning support assistants. She is very well-supported by the deputy head teacher, senior management team and teachers with curriculum

responsibilities. The GB is well informed and has a positive impact on school development.

- Staffing and accommodation are very good; learning resources are good. Staff are very good role models for pupils and operate effectively as a team. The school is a bright, clean and inviting environment for learning.
- Progress is at least good and often very good in relation to all of the key issues for action identified in the last inspection report. The school gives very good value for money.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

Standards of achievement were 99% satisfactory or better in the work seen during the inspection, of which 67% was good and 11% very good.

- Standards in the early years were 100% satisfactory or better in observed work, of which 87% was good.
- In KS1, standards were satisfactory or better in all work seen, with 63% being good and 21% being very good.
- In KS2, standards of achievement were satisfactory or better in 99% of work seen with 65% being good and 10% very good.
- Pupils make good progress and standards in English are good overall in both key stages in speaking and listening, reading and writing. However, standards in handwriting and presentation, although satisfactory overall, have shortcomings.
- Standards in mathematics are good in both key stages. Pupils make good progress in all areas of mathematics but particularly in their understanding of place value in number.
- Standards in science are good in both key stages. Pupils' knowledge of materials and physical processes shows better progress than their understanding of life processes and living things. Understanding of fair testing in KS1 is satisfactory but this aspect of the work progresses well in KS2 and by the end of this key stage, standards are good.
- Standards in Welsh (SL), design and technology, music and religious education are good in both key stages.
- Standards in history, geography and information technology are good in KS1 and satisfactory in KS2 where there is either a lack of depth of understanding or pupils' competence to work independently is underdeveloped.

- In physical education and art, standards of achievement are very good in KS1 and good in KS2.
- Pupils with EAL make good and sometimes very good progress. EAL pupils perform better at the end of the key stage in KS1 and just below the school's average in KS2.
- The school's results in national curriculum tests are below national and LEA averages. In KS1, statutory teacher assessment for 2003 indicates that 53% of pupils attained the core subject indicator of Level 2 compared with 79% nationally. In 2003 national tests, 56% of KS2 pupils attained the core subject indicator of Level 4 compared with 71% nationally. However, when the challenges facing pupils are considered, the results are creditable. The trend over the last three years indicates an overall improvement and results are beginning to compare well with schools in a similar context.

3.2 Standards achieved in key skills across the curriculum

In both key stages, standards in key skills across the curriculum are good in speaking, listening, reading, numeracy and information and communications technology. In the key skill of writing across the curriculum, standards are satisfactory overall in KS1 and KS2.

- Children in the early years develop their key skills in early literacy, numeracy and the use of ICT effectively through a range of structured opportunities in all six areas of learning.
- Pupils with special educational needs (SEN) make good progress in the key skills in relation to their stage of development.
- Pupils in both key stages develop good listening skills. During shared reading sessions most listen attentively and make every effort to offer explanations and opinions about their text. Across a range of subjects, pupils listen attentively to the ideas proposed by their peers: when working in pairs they will come to a sensible consensus before reporting back to the class. During most lessons, pupils listen and respond appropriately to instructions.
- In both key stages, pupils use and apply their developing vocabulary with increasing confidence: the use of subject-specific vocabulary is encouraged consistently by all members of staff. In Y1, for example, pupils use the correct terminology to describe the sounds they have created in music, while in science lessons in KS2 pupils apply vocabulary well in their discussions on materials and shadows.
- Pupils achieve good standards in reading across the curriculum. They discuss books with enthusiasm and research information independently to support learning, using reference materials or the Internet, for example, to extend their

knowledge of the planets in Y6. The toy library and early years, class and main libraries offer a developing range of resources for pupils, including some dual language texts.

- Standards in writing across the curriculum are satisfactory overall. For example, there are some good examples of writing in religious education and work on the Victorians in history in KS2. Overall, however, work varies in quality, quantity and presentation and there is a need for pupils to develop a fuller and consistent range of writing techniques to enable them to record their experiences and findings with success.
- Numeracy skills are developing well in several subject areas notably in the use of charts, graphs and databases in science and in the accurate application of measurements for design work.
- ICT is used effectively to support work throughout the school. Pupils use the Internet to research information across a range of subjects including, for example, conservation work on the Snowdon Lily in Y2, accessing street maps for a geographical study in Y5 or in support of pupils' work on wolves in Y6. The digital camera is used particularly effectively to support pupils' learning in physical education and art.
- The school recognises the need for further whole school guidelines to provide a clear overview of provision and ensure continuity and progression for key skill delivery and development.

4. (!)ETHOS OF THE SCHOOL

{~}4.1 Pupils' spiritual, moral, social and cultural development

Provision for pupils' spiritual and moral development is good; provision for social and cultural development is very good.

- The school's life is based on providing a safe and happy environment and enabling pupils to achieve their academic potential. These aims and values are clearly understood by pupils and are reinforced by staff in a range of relevant contexts. The very good quality of pupil-teacher relationships contributes substantially to the positive and purposeful working environment.
- Pupils' achievements are celebrated regularly and the 'house system' currently adopted makes a significant contribution to promoting self-esteem.
- While acts of collective worship are pleasant occasions, there is little sense of reverence or spirituality. There is a need for these to be further developed to enable pupils to reflect on a chosen theme. At present, the school does not comply with statutory requirements for a daily act of collective worship identified in the National Assembly for Wales Government circular 10/64.

- The school provides a clear moral framework for pupils. This ensures that pupils develop a sense of right and wrong and a sense of fair play. Pupils in both key stages willingly responding to opportunities to take responsibility and exercise initiative; older pupils monitor movement about the school and undertake delegated tasks diligently.
- The school is a multi-cultural society; the cultures and traditions of all pupils are respected and celebrated. Visitors from the local community and pupils in the school are encouraged to share their cultural traditions and beliefs. The headteacher, staff and other adults provide very good role models for pupils and, together, create a climate of mutual respect in which individual talents are valued and cultural diversity and racial harmony are promoted positively.
- Welsh culture and heritage has a secure place in the curriculum. Pupils appreciate their own cultural tradition and respect the diversity of others. Their knowledge and understanding of other people's lives, beliefs and traditions are well developed across the curriculum.
- Pupils' personal and social skills are developed thoughtfully; there is a comprehensive scheme of work for personal and social education, which is used effectively throughout the school. Pupils are friendly and sociable and welcome visitors courteously. They work very well together and cooperate and help each other willingly.
- Pupils take responsibility readily; older pupils monitor movement about the school and undertake delegated tasks diligently.

{~}4.2 Behaviour and attitudes

Behaviour and attitudes of pupils are good overall.

- There are, in the main, very good relationships in the classroom between pupils and staff. Pupils are friendly and courteous to each other and to adults. They generally move around the school in an orderly and sensible manner.
- Most pupils display a good interest in lessons; they work well together and are willing contributors to class discussions. They persevere at their tasks and most can sustain concentration throughout lessons.
- Class rules, rewards and sanctions are displayed in each classroom. They are understood by all and, overall, work effectively. Pupils take their responsibilities seriously, which enhances their self-esteem and self-discipline.
- The school is very aware and sensitive to the social and cultural background of their pupils and uses a range of strategies effectively to ensure a harmonious and happy learning environment.

- Staff are vigilant in monitoring any aggressive behaviour that may arise in the playground and are quick to act in the event of any problem
- There are a few pupils with challenging behaviour in almost all classes but these are generally supported sensitively and effectively.
- In a minority of classes where class management strategies are less secure and relationships not fully developed, pupils have difficulty in maintaining focus and concentration.

{~}4.3 Attendance

Attendance is satisfactory.

- The average attendance for the last three full terms prior to the inspection was 89.5%, a rise of 4% from the last inspection.
- A high proportion of pupils come from a wide range of ethnic backgrounds, and cultural and family commitments often result in pupils making extended visits overseas. This has a significant effect on average attendance.
- Registration is carried out appropriately and attendance records are kept and monitored efficiently using a commercial computer system.
- The school and Education Welfare Officer monitor absences very closely. Additional procedures and a specific coding for long absences due to overseas visits have been agreed with the local Education Authority (LEA).
- The school informs parents of the need for regular attendance and there is close contact with the school when families intend making overseas visits. When such cases of long term absences are envisaged, the school always supports the learning of pupils by supplying prepared education packs for the individuals concerned.

5. {!}QUALITY OF EDUCATION

{~}5.1 Teaching

The quality of teaching was satisfactory or better in 99% lessons observed including almost 80% where the quality of teaching was good (50%) or very good (30%).

Teaching in the nursery is good, that in reception classes is satisfactory and sometimes good. Teaching in KS1 is at least good and often very good. Teaching in KS2 is good overall and sometimes very good.

Good features of teaching:

- Teachers have high expectations for pupils' commitment to learning and the standards they achieve; these expectations impact significantly on pupils' progress.
- There is very effective interaction between teachers and support staff who assist pupils with EAL or SEN needs. In lessons, they reinforce pupils' understanding of key learning objectives or vocabulary during direct input from the class teacher or as pupils complete set tasks. Some support staff also deliver lessons planned by the class teacher effectively and with very good insight into the precise needs of pupils.
- The majority of teachers and learning support assistants have very good relationships with pupils. Where this is the case, staff know how to respond to pupils' needs and provide timely and helpful intervention which supports pupils' learning.
- Class routines are well established through the school. In early years classes for example, pupils understand procedures for self registration: they recognise their name tags and attach these to the registration board before commencing activities. Elsewhere in the school, pupils respond well to class systems, for example, during the collection of resources to support their learning or when collaborating as groups to discuss an issue identified by the teacher.
- The vast majority of teachers have very well developed class management skills. They reinforce the positive behaviour of pupils through effective use of praise and set clear parameters for acceptable behaviour. The use of rewards and sanctions is implemented consistently through the school.
- Teachers' knowledge of the subjects they teach is sound. Lesson planning is well considered and builds on pupils' prior learning. In most lessons, teachers give careful consideration to differentiation of approach or task to cater for individual needs.
- Teachers and support assistants model good language patterns, use subject specific vocabulary regularly and encourage its use by pupils. This is a strong feature of the teaching in the school. Through 'talking pairs', teachers encourage pupils to verbalise their learning and thereby develop speaking and listening skills.
- In most classes, teachers' questioning skills are well developed. Through well-focused questions, pitched to suit the range of abilities, teachers generally maintain effective lesson pace and sustain pupils' interest and commitment.
- In most lessons, timing of introductory teaching, pupils' activity and the closing plenary is appropriate and also contributes to effective lesson pace. In mathematics lessons in particular, the momentum of lessons is very good.
- Teachers use a good range of approaches to engage the interest of pupils. Use of 'talking pairs', teaching aids such as individual whiteboards, interesting resources,

challenging practical tasks and games to reinforce learning are evident in many lessons.

- There is some effective inclusion of ICT within lessons. Use of the digital camera by pupils to record outcomes in science lessons undertaken in the MLD unit and to evaluate dance sequences in physical education lessons are good examples.

Where teaching has shortcomings:

- On occasions, teachers do not convey the learning objective of lessons sufficiently clearly and pupils are unfocused. In these lessons, the plenary is not used well to review the learning achieved in the lesson.
- The pace of lessons is sometimes not sustained and, consequently, pupils' interest and commitment wane.
- On occasions, the planned tasks or teachers' questioning do not challenge more able pupils. Sometimes, teachers are over-prescriptive and do not encourage pupils to think for themselves.
- Management of pupils' behaviour is occasionally inappropriate, pupils do not sustain concentration and their progress is consequently slow.

{~}5.2 Assessment, recording and reporting

Standards in assessment, recording and reporting are good overall.

- The recently revised policy for assessment, recording and reporting is comprehensive, well-organised and clear. Most elements of the policy are implemented consistently though the school.
- Team leaders for early years, KS1, lower KS2 and upper KS2 monitor implementation of the policy through regular scrutiny of teachers' planning and record-keeping files.
- Most teachers question pupils well during lessons to assess their levels of understanding. Other helpful assessment strategies used during lessons include effective use of individual whiteboards by pupils. For example, during mathematics, pupils work individually to solve a problem and then, on request, show their answers to the teacher who is able to assess immediately whether pupils understand or require further support.
- Teachers and learning support assistants give positive and helpful oral feedback regularly as pupils work. They often set further challenges as pupils respond to tasks and this enables good progress within a lesson.

- Weekly assessments in spelling, reading and multiplication facts assist teachers in monitoring pupils' progress in core subjects. A baseline assessment in mathematics is used well to set pupils by ability and indications are that this is having a positive impact on improvements in standards.
- Implementation of the marking policy is inconsistent. In some classes, teachers annotate pupils' work to indicate the achievement of learning objectives, in others, teachers respond to pupils personally, comment on the effort and achievement and identify specific steps forward. Occasionally, marking is cursory and little feedback is given to pupils.
- Baseline assessments are analysed carefully to identify the stage of development in literacy, numeracy and personal and social development. This is used as the basis of careful scrutiny by the school when considering progress in subsequent classes.
- Rigorous analysis of teacher assessment data in KS1 and national curriculum test data in KS2 identifies patterns of attainment for various groups of the school population. It supports the school's targeting of support staff for pupils with SEN or EAL needs.
- A transition record, completed as pupils move from class to class, notes a realistic and an alternative ambitious target for level of achievement for each pupil in core subjects.
- Class profile sheets are used to log pupil progress and identify pupils with SEN or EAL needs. Assessment records for pupils with SEN are supplied for all class teachers who contribute to their review and updating and use the information well to support individuals.
- Reading records are maintained regularly and contain helpful information about the stage reached. There is some inconsistency in their use to record areas of need.
- Records of achievement in English and mathematics are thorough and detailed. Those in science are maintained less regularly.
- Teachers moderate samples of pupils' work and subject leaders are beginning to develop portfolios of examples to further support teachers' understanding of achievement at the various levels.
- Teachers' evaluations of lessons provide helpful information to guide subsequent planning. They note particular areas of need such as further reinforcement of specific concepts or skills.
- Pupils evaluate their learning on a termly basis and identify subjects they have particularly enjoyed or disliked and broad areas they feel they need to improve. During a plenary session, some teachers require pupils to evaluate the level of

achievement of a learning objective. This latter practice is more productive in helping pupils to recognise small-step needs.

- Annual reports to parents are written with very good knowledge of pupils' personalities and recognition of effort and progress made. They are personal to individuals and contain detailed information about efforts and achievements together with ways forward highlighted for core subjects. The headteacher comments on each report, summarising the teacher's comments and providing helpful advice when needed.
- The vast majority of parents responding to the pre-inspection questionnaire and all parents at the pre-inspection meeting considered that the school kept them well-informed about their child(ren)'s achievement.

{~}5.3 Curriculum

The school provides a good quality, broad curriculum, which meets statutory requirements.

- The curriculum for the early years is based on the desirable outcomes for children's learning. Children enjoy a balanced programme of planned activities, which are matched appropriately to their stage of development and particular learning needs. However, further consideration should be given to giving reception children opportunities for exploration and independent thinking and providing imaginative play activities.
- The full range of national curriculum subjects and religious education are taught in KS1 and 2. The length of some lessons is too long; pupils would benefit from shorter, more frequent lessons in order to reinforce and consolidate learning, particularly in Welsh.
- Policy documents and schemes of work are in place for all subject areas; the majority are at least good and often of very good quality. The school is aware that the recently updated scheme of work for Welsh would benefit from cross-referencing with the LEA scheme.
- The quality of teachers' planning is very good; learning outcomes and opportunities for assessment are clearly identified. Although there is evidence in all classes of the effective inclusion of key skills across the curriculum, this has yet to be successfully documented in all schemes of work and teachers' planning. Planning generally identifies opportunities to promote Y Cwricwlwm Cymreig.
- Although there is a wide range of sporting extra-curricular activities, other opportunities are limited; members of the School Council expressed a wish for these to be increased. Visits to places of interest, including residential visits, and visitors to the school contribute significantly towards the educational standards achieved.

- Pupils throughout the school receive appropriate homework tasks, which support the curriculum effectively.
- The school has very good arrangements to ensure the personal and social development of all pupils. Policy documents and schemes of work provide very good guidelines for teachers and comply fully with ACCAC guidelines.
- Opportunities for development of pupils' awareness of global citizenship and education for sustainable development are underdeveloped.
- The school is aware of the importance of ensuring equality of opportunity for all pupils and ensures that the needs of all its pupils are met. The school has a detailed racial equality policy and takes considerable steps to ensure racial harmony.

{~}5.4 Support, guidance and pupils' welfare

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

- The school provides a welcoming and caring environment where all pupils, including the under-fives and those with special educational needs (SEN), feel safe, happy and secure. It promotes a very effective culture of inclusion and respect for the pupils of the many diverse racial backgrounds who attend the school.
- The headteacher, teachers and support staff know the pupils very well; their personal development is carefully monitored and their achievements and successes shared and celebrated.
- SEN pupils and those whose first language is not English benefit from a programme of support and intervention which helps them progress with their academic work and assists them to integrate into the full life of the school.
- The marking of pupils' work sometimes celebrates achievement, but often lacks comment on what the pupil should do next to improve. Pupils' academic and social progress, personal development and behaviour is monitored and discussed with the pupils and their parents on a regular basis. Some SEN pupils with individual education plans (IEPs) are beginning to evaluate the effectiveness of their own learning.
- The school's personal, social and health (PSE) curriculum promotes an understanding, tolerance and respect for others and stresses the importance of a healthy lifestyle. There is a policy for the teaching of sex education and parents may choose for their children to opt out.
- Child protection procedures are in place and these have clearly defined aims, objectives and procedures. There are currently eight 'looked after' children attending the school and staff are sensitive to their needs. Good procedures are in

place to contact parents or carers if there is a need to do so. Parents make a valuable contribution to the school through their support for activities such as the Summer Fete and the Parent Teacher Association (PTA).

- The school sets high, but achievable standards for behaviour and governors, staff, parents and pupils are aware of the procedures. Pupils are included in the strategies to promote good behaviour through the discussions which take place in the school council.
- Provision for the health and safety of the pupils is very good. Six staff have first aid qualifications and correct procedures are in place to ensure safety on educational visits. Accident books are kept up to date and there are clear records of pupils who have physical or medical needs.
- Fire drills, health and safety checks and risk assessments are carried out regularly. The caretaker and cleaning staff work hard to keep the site clean and tidy.
- When pupils first start school and when they transfer to their secondary school, arrangements and procedures are well established and effective.
- All staff have skills appropriate to their responsibilities and together with the many external specialist services, including volunteer agencies such as the Pyramid Trust, make a valuable contribution to the work and life of the school.

{~}5.5 Provision for pupils with SEN

The provision for SEN pupils with moderate learning difficulties (MLD) who attend the unit is good. The provision for pupils with SEN in the mainstream is good. Pupils with SEN are fully integrated in the life of the school.

Provision in the MLD unit

- There are thirteen pupils with statements attending the unit, which is staffed by a teacher with two learning support assistants (one part time). All pupils make good progress commensurate with their age and ability.
- The identification of pupils' needs and the monitoring and assessment of their progress are effective and inform the planning of the teaching, which is carefully matched to pupils' needs.
- The curriculum is broad, balanced and differentiated. Pupils are well motivated and show an interest in the lessons and activities. They acquire new knowledge and skills in an environment which offers them a wide range of academic and social experiences. They work productively and at a good pace.
- Individual Education Plans (IEPs) clearly indicate the needs of the pupils and show the steps necessary for achieving the stated objectives. IEPs are evaluated

on a termly basis; parents and those concerned with the development of the pupils are invited to participate in these regular reviews.

- Pupils regularly join with the mainstream pupils for social occasions, assemblies and where appropriate, for some lessons. This policy for integration is effective in boosting the confidence and self-esteem of the pupils.
- Liaison with outside agencies is very good and pupils benefit from the cooperation provided by the local education authority and health services.
- All staff are committed to the policy for inclusion and they provide good role models for the pupils.

School provision for pupils with SEN

- There are seventy pupils identified for school action, thirty pupils for school action plus and three pupils with statements. Pupils make good progress towards their targets and they achieve well relative to their age and ability.
- The school policy and procedures for SEN conform to the requirements of the Code of Practice (CoP). The school promotes a supportive and inclusive learning environment.
- Pupils whose first language is not English are supported by a specialist team of teachers and support staff, who are funded by the local education authority. The special educational needs coordinator (SENCO) holds regular liaison meetings with this team.
- The newly appointed SENCO liaises closely with the teaching staff and support assistants. There is a governor with responsibility for SEN.
- The school has effective procedures for the early identification of special needs in the Early Years and KS1. Pupils with SEN are regularly assessed for progress and the school makes good use of diagnostic assessments to identify weaknesses and to provide appropriate support.
- The majority of pupils are supported in-class, and where pupils are withdrawn the specialist teaching is of very good quality and pupils make good progress. The planning in withdrawal sessions is detailed, and liaison with the class teacher enables work to be suitably matched and relevant to pupils' needs, appropriately matching work in the mainstream class.
- The SENCO works with the class teachers and learning support assistants to prepare IEPs for pupils identified with SEN. These have realistic and achievable targets, which are reviewed at the end of each term. SEN pupils are beginning to be involved in the setting and evaluation of their own targets for improvement. The pilot project, to be adopted throughout the school, enables pupils to have a clear focus of what they have to do to succeed and is an example of good practice.

- Parents are given information about SEN procedures in the parents' handbook. They are invited to participate in the end of term IEP reviews.
- Links with outside agencies are very good and effective use is made of the advice and support given. Family and adult literacy projects, the Pyramid Trust and the Early Intervention scheme all combine to give a valuable contribution to pupils and assists parents to help their children make progress at home.

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5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community, schools and other institutions is very good.

- Staff and governors work very hard to ensure that all parents are well informed of the life and work of the school. There are translations of standard letters in a number of languages and, in addition to school-based bilingual providers, the services of oral translators are bought in where necessary.
- A useful information pack is given to parents of new pupils and a series of information booklets are provided regularly throughout the year. Parents' literacy courses and classes in English as a second language are two recent and successful initiatives.
- Parents are actively encouraged to take an interest in their children's work and welfare. A small number of parents and other volunteers regularly help with the work in the classroom.
- School events such as summer fairs, sports days, concerts, and fund-raising events are very well supported by all sections of the parent body.
- The school has close links with the community it serves. It takes a significant role in the local Community Festival and pupils contribute each term to the Community Newsletter. Regular visits are made to a range of religious establishments. Pupils support one charity each term, and representatives of the charities visit the school giving talks, which help pupils to understand the wider world.
- The school's PSE provision is enhanced through strong links with the police, school nurse and dental professionals. Other areas of the curriculum are enriched by visits of theatre groups, artists, musicians and workshops for dance, art, music and design technology.
- The school has good links with other schools and organisations through a range of sporting activities and competitions.

- The school has strong links with the comprehensive school to which most pupils transfer. Parents and pupils are encouraged to use the secondary school's 'Learning Centre'. Staff take part in shared INSET. Induction and transition links are well established and are supported by a Y6/7 mentoring programme.
- The school provides regular placement for students from a number of colleges and it has a formal partnership with a nearby teacher training institution.

{~}5.7 Partnership with industry

Partnership with industry is good.

- The school has developed good links with a range of businesses such as DIY centres, car dealerships, large retail outlets, small businesses and broadcasters.
- Links with industry have supported the curriculum in science, English, design and technology, art and music. The school garden project has also been well supported.
- A number of staff have gained industrial placement through the support of Careers Wales. Links with the Arts Council and Art in Business have also supported the work of the school in the performing arts.
- Local market and businesses regularly give valued sponsorship, donations for raffles prizes and other fund raising activities.

6. {!}MANAGEMENT

{~}6.1 Quality of self-evaluation and planning for improvement

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

- The school has made significant improvement since the last inspection and a culture of self-analysis and evaluation is now well established.
- The senior management team (SMT) involving the headteacher, deputy, SENCO and team leaders for early years, KS1, lower KS2 and upper KS2 work well to co-ordinate procedures for evaluation of the quality of provision.
- Teachers' planning and record-keeping are monitored regularly by members of the SMT and helpful written feedback is provided for teachers.
- Subject leaders monitor subject developments through staff feedback on planning, examination of samples of work and, in some cases particularly in core subjects and those in the current School Development Plan, through class visits to observe lessons. This latter aspect of monitoring is currently underdeveloped.

- Subject leaders are involved in auditing progress in relation to annual targets, and identify aspects for celebration and areas still in need of development. Procedures encourage small-scale termly targets to be set and this helps subject leaders to be more focused in their aims.
- A range of assessment data is well used to support teachers in practices such as setting for mathematics and spelling and providing focused support for EAL pupils and those with SEN.
- Class teachers are involved in identifying a realistic and an alternative ambitious target in core subjects for every pupil at the end of an academic year. Furthermore, they link these with identification of strategies to support pupils in their learning.
- Teachers and members of the governing body (GB) support the headteacher in the production of a well-considered School Development Plan which focuses on priorities for one year and forms part of a longer three year plan. Success criteria and actions are identified clearly and implications are considered in terms of timescale, monitoring and funding.
- Staff appraisal systems are well established and information about personal development needs is considered against that arising from subject leaders' evaluations and the requirements of the SDP so that coherent INSET arrangements are planned.
- Members of the GB are well informed about school improvements through evaluative reports from the headteacher and, when required, by members of staff with responsibility for particular curriculum areas.

{~}6.2 Leadership and efficiency

The quality of leadership and efficiency is very good.

- The headteacher is very organised and adept at managing a complex team of staff including teachers, EMAS teachers and learning support assistants working with pupils with EAL and SEN needs. She instils a sense of purpose and is very aware of daily challenges facing her team.
- The deputy headteacher takes on a significant managerial role with administration, responsibility for INSET co-ordination and support for newly qualified teachers and students visiting the school. She teaches for three days and is released for the remaining two days in order to undertake these important duties.
- The headteacher delegates areas of responsibility very effectively to her deputy, the SMT and to teachers with curriculum responsibilities. Together, staff liaise effectively as a cohesive team working towards agreed goals.

- The GB is well informed and has a positive impact on school development.
- The roles of subject leaders and those with other curriculum responsibilities are very well established. Staff respond well to the delegated responsibilities and log progress carefully. They interact effectively with outside agencies, including LEA advisers, to enhance levels of improvement.
- Daily routines operate efficiently. Two part time school clerks provide provide invaluable support for the school.
- Apart from the need to comply with requirements for collective worship, the school meets all statutory requirements and takes careful note of National Assembly for Wales guidelines.
- The school gives very good value for money.

6.3 Staffing, accommodation and learning resources

Staffing and accommodation are very good; learning resources are good.

- There are 18 full-time and 3 part-time teachers funded by the school and 7 centrally funded teachers for EAL pupils and asylum seekers. There are 10 non-teaching support staff funded by the school and 6 funded centrally. All staff have appropriate qualifications and experience to meet the needs of the school.
- Staff development is well organised and evaluated and is based soundly on issues identified in the SDP. Through consultation meetings with the head, all staff establish professional and personal development action plans that help to inform the in-service training plans of the school. All have job descriptions, which clearly identify their roles and are aware of their duties and responsibilities.
- The learning support assistants provide very effective and efficient support, they make a substantial contribution to the quality of education offered.
- The school is bright, clean and inviting and provides a safe and secure environment; the caretaker and cleaning staff maintain it to a high standard. Very good use is made of facilities, both indoors and outdoors, to create a very attractive and stimulating learning environment. Pupils' work is displayed well and is an attractive feature of the school. The nursery provides an extensive range of play facilities that provide a very sound basis for children's all-round development.
- A wide range of high quality resources is used effectively to support most areas of learning and these have a positive impact on raising standards of achievement. Some deficiencies in provision of resources for information technology and for Welsh were noted at the time of the inspection.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of provision for the under fives is appropriate to their needs and children make good progress towards the desirable outcomes. Standards achieved in the nursery are good in all six areas of learning, commensurate with children's ability and stage of development.

In reception, standards achieved in knowledge and understanding of the world are satisfactory; in the remaining five areas of learning they are good overall.

Children in the Nursery (3 to 4 year olds).

In the nursery, children have access to a broad spectrum of stimulating and appropriate activities including regular access to outdoor play and the garden area. Staff are sensitive and focused in their support of children and work consistently towards the development of children's language and literacy skills.

Good features

Children's language, literacy and communication skills are good.

- Children make good progress in their language and communication skills. They enjoy sharing stories with adults and are well supported in their early attempts at writing and illustrating their own booklets: most respond eagerly to questions and with the help of adults are able to order and sequence events well. Many children are beginning to write their names unaided and can label their own work and items on display in the classroom.
- Children make good and often, very good progress in their knowledge and understanding of Welsh.

Children's mathematical language is good.

- Children have a developing mathematical vocabulary, which they apply well. When investigating 'minibeasts' they talk sensibly about the number of legs on a spider. They count items from the water tray accurately and are able to sort these by colour and size. Children apply their developing skills well in relevant situations such as the collection and recording of milk numbers. They enjoy creating their own patterns and are familiar with simple shapes.

Children's personal and social development is good.

- Routines are very well established and a purposeful working atmosphere prevails. Children are happy, well settled and explore their environment with enthusiasm and purposeful endeavour: they self register on arrival, select activities independently and persevere well to complete tasks. Children relate well to adults and, during social time, are encouraged to treat each other with care and consideration: they respond well. Children respect nursery equipment and tidy up willingly after activities.

Children's knowledge and understanding of the world is good.

- Children are beginning to talk with increasing confidence about conditions for growth: they plant carrots and potatoes and use the cress they have grown to make sandwiches for each other. Children make good gains in specific vocabulary development and all adults reinforce this positively.
- Children use computer technology appropriately to support their learning. Some can use the mouse confidently to click on and 'drag' in specific programmes. They follow instructions well and demonstrate a good degree of independence.

Children's creative development is good.

- Children explore colour, texture, shape and form in two and three dimensions: they mould clay to make hedgehogs and use tools effectively to create texture. Their representational images display imaginative use of colour. Children print confidently and show a high degree of independence when selecting materials to make pictures and collages: their charcoal and pencil sketches of trees in wintertime demonstrate good observational skills. Children are familiar with rhymes and number songs and games in English and Welsh: most join in with enthusiasm and recall the words well.

Children's physical development is good.

- Children are beginning to manipulate jigsaw puzzles and construction materials competently. They select, paste and apply finishing techniques with increasing dexterity and, supported by adults, persevere to complete their tasks. Children interpret instructions with increasing confidence during their 'parachute' activity and take turns willingly to demonstrate their understanding of over and under. They move with developing control and co-ordination during movement sessions and have regular access to outdoor play and the garden area where they co-operate well.

Shortcomings

- There are no significant shortcomings.

Children in reception (4-5year olds)

Good Features

Children make good progress in their language and communication skills, commensurate with their ability and stage of development.

- Most children listen well to their teachers during whole-class activities and big-book work. They make good attempts to talk about aspects of the text and to share their own ideas. Children are making good progress in letter formation and letter sounds: some make good attempts to write simple words and booklets for the class. They handle books appropriately and enjoy researching information on plants. During role-play they take turns willingly to act as narrator for others.
- In Welsh lessons, children can use a range of responses describing how they are feeling and illustrate their answers with appropriate actions.

Children's mathematical development is good.

- Children make good gains in their developing mathematical language and apply this well. They are able to name and sequence numbers to 10, 20 or more and can count on accurately in 2s, 5s and 10s. A good number of children have a secure sense of more than or less than when playing in the shop or café or when investigating with water: they understand that some containers may be heavier or lighter than others. During their folding, sticking and cutting activities children are able to identify 2D shapes; some understand how to make halves.

Children's personal and social development is good.

- The majority of children work and play together co-operatively: most behave sensibly and are kind and helpful to one another. The quality of relationships is good.

Children's knowledge and understanding of the world is satisfactory overall.

- Children regularly observe weather conditions and, with the help of adults, record their findings daily. They discuss changes in the outdoor environment and are becoming aware of seasonal change. From their observations in the classroom, children understand that plants need light and water to grow. They are able to discuss the life cycle of the frog and the bird with developing knowledge and understanding.
- Reception children use their listening centres and computer programmes competently to support their learning: many demonstrate a good level of independence when, for example, studying and printing pictures of plants and flowers.

Children's creative development is good.

- During their shared singing sessions, children in reception display a good sense of rhythm and sing with enthusiasm in English and Welsh. Children paint, print, create representational images and include some interesting detail when illustrating their stories. They handle materials with increasing dexterity. During role-play children convey emotions well: when using masks to interpret aspects of a favourite story they talk with increasing confidence about their feelings.

Children's physical development is good.

- Movement sessions in the hall are approached with enthusiasm: children demonstrate good control of their bodies and interpret aspects of the weather imaginatively. They use space effectively, listen well and make every attempt to interpret instructions appropriately.
- All children in reception have access to outdoor play and the garden area. They interact positively with their environment and play well together.

Shortcomings

- When undertaking planned investigations, children's problem solving and decision-making skills are inadequately developed. Opportunities are sometimes missed to encourage children to think for themselves, predict what might happen and to talk about their observations and findings.
- A small, but significant number of children find difficulty responding appropriately during whole-class activities: turn taking in this context needs further reinforcement.
- In some sessions, there is an imbalance between teacher direction and instruction and the opportunities provided for pupils to explore their own ideas, refine their skills and demonstrate initiative and independence in their learning.

{~}English

Standards of achievement in both key stages are good overall.

The majority of pupils learn English as an Additional Language (EAL) and many enter the school with little or no knowledge of English. In both key stages, pupils' achievement is good against their ability and stage of development in the language.

Good features

- Standards in listening are good in both key stages. Pupils demonstrate a willingness to listen to adults and each other.

- In all classes, staff provide good role models and work consistently to ensure the effective development of pupils' vocabulary. Pupils respond well and make good progress in the development of their speaking skills.
- During their literacy sessions in KS1 the majority of pupils participate with enthusiasm. They make every attempt to answer questions and offer interesting observations. More confident pupils are beginning to pose some relevant questions of their own.
- In KS2, pupils listen and respond well to instructions. The use of 'hot seating' and role-play supports pupils' language development effectively. Younger pupils work well together to consider the effects of bullying, while older pupils make good attempts to interpret the meaning of familiar proverbs.
- Pupils in both key stages make particularly good progress in their oral language skills when working in pairs and small group situations.
- Pupils in KS1 and KS2 enjoy reading and are eager to share their books with adults. Most work hard to achieve accuracy and understanding and are well supported by staff. Many pupils are able to apply a variety of strategies to assist their reading and will often correct their own mistakes.
- In KS1, pupils make good progress during their shared reading. Younger pupils are able to talk about significant aspects of their text. They recall details well and discuss personal viewpoints with developing assurance. By the end of the key stage, pupils approach non-fiction material with interest and demonstrate a good understanding of their text. They know where to look for information and apply their book skills well when devising their own leaflets and texts.
- During their study of fables, older pupils in KS2, make good attempts to interpret unfamiliar language from different cultures. They share ideas readily, express opinions and are able to summarise details from the text in their own words. Pupils apply their dictionary skills appropriately to assist them with their learning.
- Guided group reading is beginning to have a positive effect on pupils' reading and the standards they achieve.
- In KS1, pupils are aware of the purpose of writing. They write in different forms for a variety of purposes and are beginning to structure their work appropriately. During their study of teddy bears, pupils create captions and bullet points, take notes under headings and extract information co-operatively. When creating sentences on whiteboards many show a good degree of accuracy and apply their spelling strategies well.
- Throughout KS2, pupils continue to make progress in their ability to plan and structure their writing. In Y4, Y5 and Y6 pupils are able to model their writing effectively on the good experiences provided in rhyme and poetry: some produce well presented work of a good standard, which reflects a variety of stimuli and themes.

- In KS2, spelling is systematically taught in specific groups for a set period every day and pupils progress well.
- Less confident readers and writers are well assisted by class teachers, EMAS and support staff. Pupils gain in confidence and self-esteem and make steady progress.

Shortcomings

- There are no significant shortcomings but there are inconsistencies in pupils' handwriting skills throughout the school: many lack a fluent, cursive style.
- Standard of presentation of pupils' work is variable and marking does not consistently highlight areas for improvement.

English as an additional language (EAL)

Provision for pupils who speak EAL is good. Pupils at all stages, make good progress.

Good features

- The provision for pupils with EAL is well managed. The current action plan sets a clear and timed framework of future targets: procedures for the monitoring and evaluation of provision are sound.
- The teaching of pupils with EAL is very effective and impacts substantially on standards. The strong and experienced team of EMAS teachers are appropriately deployed and provision for pupils is reviewed termly. EMAS and class teachers plan together very effectively: they frequently team-teach, mainly supporting EAL pupils within the classroom setting.
- Staff support pupils sensitively during their introduction to school. Bilingual assistants use first language to reassure and assist pupils in their approach to their new learning in the classroom. They form a helpful link between home and school, interpreting information and assisting EMAS staff with school initiatives such as the toy lending library.
- Displays reflecting pupils' work and the many languages spoken within the school raise the profile of accepting and celebrating other cultures: EMAS staff contribute positively to this work.
- EMAS teachers liaise with SEN staff to ensure appropriate provision for those pupils who have learning difficulties.

Shortcomings

- There are no significant shortcomings.

{~}Mathematics

Standards of achievement are good in KS1 and KS2.

Good Features

- By the end of KS1, pupils have a good knowledge of number and calculate with increasing accuracy. They have a sound knowledge of place value and the majority of pupils work confidently with numbers up to a hundred.
- Younger KS1 pupils can calculate one and two more when working with numbers up to ten and use number lines to add two single digit numbers together.
- Y1 pupils recognise half of a familiar shape and can find half of even numbers up to ten using practical apparatus. They measure in non-standard units and begin to develop a mathematical vocabulary using words such as heavier than, lighter than, tall and tallest.
- Y1 pupils fold simple shapes along a line of symmetry, recognise simple 2D and 3D shapes and understand the passing of time. They begin to develop their data handling skills by making simple tally charts.
- Y2 pupils construct simple block graphs to show their favourite toys. They recognise the o'clock, and the more able pupils can identify the half past. They buy with coins up to £1.00, and the more able find four ways of making up to 50p. They use non-standard measures for capacity and to check their estimates in length. They develop the concept of area by covering different shapes with cubes and comparing them.
- Y2 pupils can recognise the four-point compass accurately, add and subtract three digit numbers and create a block graph to show their waist sizes. They work out simple word problems, interpret basic graphs and tell the time to a quarter to and past the hour. They can measure the radius and diameter in centimetres.
- In lower KS2, knowledge of number develops well. For example, pupils can recognise multiples of numbers up to 5 and undertake simple multiplication and division exercises.

- Older KS2 pupils multiply three digit numbers by a single digit estimating and then working out the answer. Less able pupils use a variety of strategies to find the difference between a hundred and two digit numbers. More able pupils know square numbers and square roots confidently to a hundred and use their tables to twelve for multiplication and division. They understand the concept of fractions and know what three-quarters of a multiple of four is.
- They read and interpret 24-hour timetables and measure weight capacity and length in standard units. They plot shapes using coordinates and use simple exchange rates to current currencies.
- Pupils can find the perimeter and area of simple compound shapes and they can draw and interpret simple block or line graphs.
- By the end of KS2, pupils have a good understanding of place value.

Shortcomings

- There are no significant shortcomings but throughout the school a minority of pupils are slow in recalling number facts.
- Data handling and graphical representation are underdeveloped compared with other aspects of mathematics.
- In some classes the over reliance on published worksheets inhibits the pupils' opportunities to use and apply mathematics in practical and open-ended problems solving activities.

Science

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

Good Features

- Pupils' recognition and understanding of scientific vocabulary develops well through the school. Pupils in Y2, for example, recognise terms linked with healthy eating, Y3 pupils can use vocabulary associated with solubility and upper KS2 pupils use appropriate terms to describe material change.
- Pupils are able to draw on previous learning when discussing observations. Y4 pupils, for example, use their knowledge of different thermometers and their scales when suggesting the appropriateness of measuring equipment.
- Pupils' ability to classify develops well in KS1. Good examples in Y1 include sorting based on whether electricity is used, classifying sound types and material types.

- In Y2, pupils can classify foods into healthy and those suitable for special treats and some can give reasons for their decisions, for example, they know that milk contains calcium and can comment on the high fat content of burgers.
- In KS2, understanding of classification extends to a range of scientific phenomena, for example reversibility of materials upon heating and separation techniques for mixtures of materials.
- Understanding of fair testing develops well in KS2. In Y3, pupils can identify factors involved in testing solubility of materials. In Y5, pupils can plan a fair test to find the best place to store bread.
- Data collection linked with scientific questions progresses well through the school. In Y1, pupils collect data about heights of class members and make simple graphs of results. In Y2, shoe size information is transferred to block graphs using ICT.
- A good example of data collection in KS2 was observed during the inspection as Y6 pupils responded to the challenge of producing shadows of specified sizes, given an object of a set size. They were able to vary the distance between the object and light source to produce results.
- Some good examples of the use of ICT in science include Y6 studies of reflection using a data logger and their summary of facts linked with knowledge of the planets.

Shortcomings

- There are no significant shortcomings but there would be benefit in further development of KS1 pupils' skills of fair testing.
- Knowledge of life processes and living things is not as well developed as that connected with study of materials or physical processes.

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Welsh second language

Standards of achievement overall are good.

Good Features

- In KS1, pupils are introduced to basic sentence patterns and vocabulary, related to their personal experiences. They are able to use and respond to greetings, ask and answer questions about things they like, discuss the weather and pets and discuss features of the house.

- Pupils' reading skills develop well; they can read words and simple phrases related to their oral work. They are familiar with a range of appropriate Welsh books.
- Pupils copy Welsh words and phrases and begin to write independently. Pupils in Y2 write simple sentences and are able to spell familiar words correctly.
- Pupils in both key stages speak clearly with good pronunciation and intonation.
- Pupils make good progress as they move through KS2. The range of language they use increases appropriately.
- Pupils in KS2 use a range of language patterns, in the first and third person, to discuss familiar and imaginary experiences. They are able to ask and answer questions confidently and extend and develop their conversations.
- Lower KS2 pupils are able to express likes and dislikes in relation to hobbies and subjects in school. Y6 pupils can talk about physical features of Cardiff and use the past tense confidently when discussing where in Cardiff they have been. They also offer opinions based on personal likes and dislikes.
- Reading skills develop appropriately; pupils are able to read their own work and work produced by the teacher.
- Pupils are increasingly able to write independently in a range of styles and for different purposes, for example, dialogues, descriptive and factual accounts.
- The school has made good progress in using incidental Welsh. The majority of teachers use Welsh commands and instructions and pupils respond well.
- Staff acknowledge the valuable support they receive from the Athrawes Bro.

Shortcomings

- There are no significant shortcomings, however, pupils would benefit from further opportunities to revise and consolidate previous work, for example through 'hot-seating' or the use of language games.
- The range of suitable reading material in the school is limited, therefore pupils, particularly in KS2, have insufficient opportunities to read relevant Welsh texts.

{-}Design and technology

Standards of achievement in design and technology are good.

Good Features

- Pupils work confidently with a range of materials including food, textiles, and wood. Their knowledge of specific vocabulary is supported by teachers' efforts to stress these during lessons and they make good progress.
- Knowledge of structures and mechanisms progresses appropriately. Good results are achieved in Y4 designs of a toy with a cam where pupils produce varied and interesting responses.
- Research and focused skills practice support pupils' development well. Consideration of different bread types and packaging by Y5 pupils informs their designs for a sandwich and container. They offer good ideas to improve their sandwich boxes, drawing on their research and practice involving examination of nets of various dimensions.
- Pupils' ability to plan designs is good. In KS1, their illustrations are combined with lists of materials and tools they intend using. For example, Y2 pupils identify ingredients for a fruit salad and suggest cutting tools they will need to use.
- In KS2, pupils label their designs with increasing levels of detail. In Y5, pupils produce careful designs for a mobile phone case, noting materials, dimensions of various parts and overall appearance.
- Pupils draw on knowledge in other subject areas in their D&T responses. Y4 pupils use their knowledge of electrical circuits to explore alternative switch types in focused activities leading to the design of a mask with eyes that light.

Shortcomings

- There are no significant shortcomings but there would be benefit in further development of pupils' written evaluations in KS2.

}Information technology

Standards of achievement in information technology (IT) are good in KS1 and satisfactory overall in KS2.

Good Features

- Through the school, pupils' control of the mouse develops appropriately. For example, pupils can place the cursor at a required location on the screen or to create images when using graphics packages.
- Pupils in Y2 are able to follow on-screen instructions or identify icons when recording data connected with shoe sizes in order to produce a graph. They can follow instructions supplied by the teacher to print their work.

- Pupils in KS2 can recognise and use on-screen icons. For example, they are able to maximise the screen image and Y6 pupils locate the appropriate icon to create a formula when creating a spreadsheet.
- Pupils' knowledge of terminology develops well. In Y6, for example, pupils have a good knowledge of terms associated with the creation and use of spreadsheets.
- KS1 pupils make appropriate progress with word processing and Y2 pupils can space their writing and make appropriate use of upper and lower case letters.
- Pupils in Y3 are beginning to understand the use of email to communicate and can comment in simple terms on the benefits of this form of communication. They understand some procedures associated with sending email messages.
- Some Y6 pupils can recall and describe work undertaken in IT and locate individual files on the school's server. Pupils are beginning to store their work electronically.
- Use of the digital camera is confident in Y5 and Y6 classes. Pupils are able to record required images for use in evaluating in physical education movements, for example. Another notable example is the use made of digitally created images in a Y5 art lesson.
- Pupils in both key stages are able to access information using the internet.
- The school's website is currently being developed.

Shortcomings

- Use of the keyboard is hesitant in KS2 pupils. They often use one finger to locate keys and do so slowly.
- Word processing skills are developed insufficiently in KS2.
- KS2 pupils demonstrate limited independence when using the computer. They often rely on instructions from the teacher to operate programmes.

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History

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

Good features

- In KS1, Y1 pupils have a good understanding of how things today differ from those used in the past and they can give reasons why they are different. From a study of Laura Ashley, they compare clothes today with those in the past.

- Y1 pupils can sequence events and are developing the concept of chronology as they comment on the changes in their own lives.
- In Y2, pupils develop an understanding of how we used to live and compare it to the present time. They begin to ask questions about the past looking at lifestyles before electricity and are encouraged to think about the changes that have taken place in living conditions over the past two centuries.
- By the end of KS1, pupils learn about the past through stories from the different periods and cultures including Wales. They recognise why people did things and how it affects us by studying the life of Saint David, Mary Jones, Mary Seacole and Christopher Columbus.
- In KS2, younger pupils have a recall of the Tudor kings and queens and they compare Tudor houses with houses today. They can construct a family tree for the Tudor dynasty and compare it with their own. They know about the life of William Morgan and the reasons why he translated the Bible into Welsh.
- Y6 pupils study the Victorian era and know some of the main events and people who contributed to the period. In the best practice, pupils look at different written extracts to find information about the jobs that children did, and then, after group discussion, they 'hot seat' to reinforce their knowledge and understanding.
- Pupils study Victorian artefacts and find out how they were used. They have a knowledge of the different lifestyles of the period, comparing family life in a wealthy household with that of the conditions in which ordinary people lived. They can access the internet to find out about the different diets of the period.

Shortcomings

- In lower KS2, pupils' historical knowledge and understanding of the period studied lacks sufficient depth to identify and describe the main events, situations and changes that take place.
- KS2 pupils do not sufficiently develop their analytical skills as opportunities to investigate a variety of sources, including primary sources, are limited.
- Pupils only very rarely present their findings and results in a variety of ways using ICT, extended writing and by visual and oral presentation.

Geography

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

Good Features

- KS1 pupils have a good knowledge and awareness of the immediate environment around the school. They can describe the types of houses in the locality, the street furniture and the local park.
- They begin to develop an understanding of maps and direction by looking at simplified local maps and plotting their routes to school. They can make their own maps to show local features and use directional terms to record routes between places.
- Older KS1 pupils begin to understand life in the village of Nansoni in Ghana. They describe what the locality is like and how it compares with their own area in Cardiff.
- Younger KS2 pupils discuss what makes a capital city special and can comment on the main features of Cardiff. They recognise the countries of the United Kingdom on a map and draw designs to show the facilities they would like in a local park.
- KS2 pupils are able to compare and contrast the lifestyles of the inhabitants of the village of Chembakoli with their own lives in Cardiff.
- Older KS2 pupils know the main four points of the compass and can locate Cardiff and Wales on a map of the United Kingdom. They use two figure grid references to locate positions on a map and construct a graph to show the temperature over a period of time in Cardiff and Spitzbergen.
- In the best examples, pupils are able to consider Cardiff Bay and the changes that have taken place over recent years, focusing on land use and the regeneration of derelict areas.
- Pupils can contrast the geographical features of Dale with Conwy. They can gain information from aerial and local maps, access the internet for information and discuss their findings in groups. They can identify the main similarities and make sensible comparisons.

Shortcomings

- Pupils do not sufficiently develop their knowledge, understanding and skills as they progress through the school. In the majority of the topics studied at KS2, pupils do not develop their skills of geographical enquiry sufficiently. They have a limited knowledge of making, using and interpreting maps with a variety of scales.
- Pupils' understanding of Wales and Britain's place in the world in relation to global citizenship and sustainability is limited.

{~}Art

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

Good features

- In both key stages, pupils develop their skills in art through a range of experiences. They develop good skills in the careful observation and use of colour and produce creative work of a good standard using a variety of techniques and media.
- In KS1, pupils mix colour competently, they draw and paint from observation and memory and develop a good understanding of colour, pattern and line. When recording from direct experience, Y1 pupils produce very good drawings and paintings of flowers, using paints and oil pastels. They show very good awareness of shape and colour and make perceptive comments on their intentions, using the appropriate vocabulary.
- Following a visit to the National Museum, pupils in Y2 produced very good examples of observational drawings, portraits and landscapes based on the work of Augustus John, Monet and the study of a bard's chair from a National Eisteddfod.
- KS2 pupils produce good examples of 3 dimensional work and pattern using a variety of media; they have made masks using papier maché and Aboriginal artefacts using 'modroc'.
- Pupils develop a good understanding of the use of tone and colour and technique, for example when producing self- portraits and paintings based on the pointillist work of Seurat.
- There are examples of very good work in Y6 where pupils study photography as an art form. They use digital cameras competently to photograph each other and can manipulate these photographs to achieve different effects. They consider the use of tone in monochrome studies and photographs and use charcoal, pastels and chalks to produce their own work, which is of a very good standard.
- Pupils are able to consider and appreciate the work of Welsh artists and to study art from other cultures.
- Attractive displays of pupils' work around the school ensure that pupils' self respect and their respect for the work of others is well established.

Shortcomings

- There are no significant shortcomings, however, progression in pupils' drawing skills is limited. The implementation of the new scheme of work should address this issue.

{~}Music

Standards of achievement in music are good overall in KS1 and KS2.

Good Features

- Awareness of different types of music develops well through the school. For example in Y1, pupils can select music that would be appropriate for marching and clap to the music's pulse. In Y5, pupils are able to recognise different vocal and instrumental versions of 'Ode to Joy' by Beethoven.
- Pupils' use of vocabulary associated with the musical elements is regularly reinforced by teachers and some pupils use the terms spontaneously when appraising music.
- Y3 pupils describe the pitch of a sea shanty and suggest suitable actions to accompany the song.
- Y6 pupils are able to comment on dynamics and tempo when listening to Bizet's Farandole.
- Good progress is achieved in composing skills. In Y1, pupils use the computer competently to compose a piece with high a low notes; they play back the tune to make simple evaluations. In Y4, pupils can recognise the structure in a Geordie folksong and emulate this in their own compositions.
- Understanding of musical notation develops well and in Y5, pupils can read notes on the staff and recognise notation associated with dynamics. Some achieve good success in reading music notation when playing 'Ode to Joy' on the keyboard.
- Y6 pupils can perform a clapping pattern in a rhythm of 3 and 4, and some achieve good standards when doing this in canon.
- Y6 pupils make good progress when playing rhythm patterns on the Indian drum during lessons taught by a parent with expertise in the subject.

Shortcomings

- There are no significant shortcomings but there would be benefit in further development of pupils' singing skills, particularly in relation to pitch and dynamics.

{~}Physical education

During the inspection games lessons were observed in KS1 and games and dance in KS2. Standards of achievement are very good in KS1 and good in KS2.

Good features

- Pupils develop very good spatial awareness and move with increasing confidence and safety in a defined space, as they progress through the school.
- Pupils use equipment sensibly and safely and are able to follow instructions to get out and put away equipment independently.
- Pupils throughout the school are aware of the importance of exercise and the effects of exercise on the body.
- In KS1, pupils show increasing confidence in the management of their bodies. Their games skills develop very well; they are able to cooperate very well in small-sided games. Their sending, receiving and travelling skills are further developed through the use of equipment.
- Younger KS2 pupils practise and perform traditional Welsh dances and are able to remember set moves successfully.
- In Y6 pupils are able to plan, perform, link and refine sequences in dance, which demonstrate flow and continuity, resulting in increasingly sophisticated sequences. They are able to express emotions and convey a message through their movements and cooperate well in small groups.
- Pupils in KS2 develop skills in a number of team games, such as cricket and basketball. There is evidence of development of skills and techniques within lessons. Pupils are aware of the need for rules and fair play.
- Visiting specialists to the school have a positive effect on standards of achievement, and in developing the skills of teachers.
- Pupils in both key stages are able to evaluate their own performance and that of others, making appropriate observations.

Shortcomings

- There are no significant shortcomings. However, insufficient progress is made in the acquisition of skills in KS2.
- Although pupils evaluate performance, they have insufficient opportunity to suggest improvements.

{~}Religious education

Standards of achievement in religious education are good in both key stages.

Good features

- In both key stages, pupils are aware of the purpose of prayer. Younger pupils work well together to generate ideas for class prayers. They share their ideas readily in the knowledge that others value their contributions.
- In Y2, pupils understand the significance of the special qualities found in the people they appreciate and admire. They share their oral and written responses with increasing confidence.
- Throughout KS1, pupils make good progress in their knowledge and understanding of special times and the role of food and clothing in shared celebrations within the major world faiths. By the end of the key stage, the written responses of some pupils to the religious ideas and themes studied contain interesting detail and are of a good quality.
- In KS2, pupils acquire a more extensive knowledge of world religions, their concepts and symbolism. Their recall and sharing of factual information is good.
- Pupils in both key stages develop an awareness of Christian practices alongside those of other faiths. In Y5, pupils' written responses to stories from the Bible contain interesting detail and are presented in a variety of forms.
- Pupils handle religious artefacts with respect. During their study of Hinduism, older pupils are quietly confident when posing questions following the observation of prayer rituals by their peers. They reflect on differing practices, make comparisons and are, at all times, respectful of the views of others.
- Planned visits to places of worship and discussion with religious leaders enhance pupils' knowledge and understanding.
- In many classes, in both key stages, ICT is used effectively to support pupils' learning, for example, in Y6, where pupils successfully research information on the life of Mohammed.

Shortcomings

- There are no significant shortcomings, however, there remains some variability in the opportunities provided for pupils to record their written responses to the topics being studied.

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8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection identified 10 key issues for action. The school needed to improve:

- standards in D&T and IT in both key stages, and in science, Welsh and geography in KS2;

Progress in relation to this key issue is very good. Standards have improved in all of the above subjects.

- **standards of work, especially in language and literacy, in reception classes;**

Progress in this key issues is good. Standards in reception classes are good in all areas of learning except knowledge and understanding of the world, where they are satisfactory.

- **standards of speaking, listening and understanding;**

Significant progress has been made in relation to this key issue. Through a whole school initiative, speaking and listening skills are developed consistently in lessons and pupils contribute well to discussions in groups or to the whole class. Progress is very good.

- **the use of practical approaches to reinforce concepts and relevant vocabulary, and encourage research and investigation;**

Progress is good. Notable examples of effective use of practical approaches occur in mathematics, science, art, design and technology and music.

- **IEPs in the main school, to include the setting of numeracy targets and the involvement of all class teachers in their implementation;**

Progress in relation to this issue is good. All class teachers keep IEPs in planning documentation and use information to support pupils' learning. Numeracy targets are included in IEPs.

- **practice in the moderation of pupils' work;**

Progress here is satisfactory. Teachers moderate samples of work in core subjects during INSET but the development of portfolios to exemplify agreed standards is at an early stage of development.

- **the analysis and use of SAT results and other assessment data;**

SATs data is carefully analysed for different sections of the school population. Comparisons with national results and LEA results are made. Results from baseline tests in mathematics are used to set pupils in ability groupings and this is having a positive impact on standards. Teachers identify realistic and ambitious targets for pupils on transition from one class to the next and set in place strategies to address need, particularly in core subjects. Progress in relation to this issue is very good.

- **practice in the setting of homework, especially for older KS2 pupils;**

A homework policy (produced in 1999 and reviewed annually) outlines school practices. It is accompanied by booklets for parents of Y1/2, Y3/4 and Y5/6 pupils. The booklets are well-presented and clear. Progress in relation to this issue is good.

- **a number of features of physical provision and first aid practice bearing upon the health, safety and security of pupils;**

Very good attention is paid to child protection and health and safety issues. School accommodation is well-maintained and the school's interior is bright and inviting. Progress here is very good.

- **attendance, by continued efforts to engage the interests and concern of pupils and parents.**

Through a range of measures, there has been an improvement of 4% in annual attendance rates since the last inspection. Progress here is good.

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8.2 Key Issues for Action

The school needs to:

- address shortcomings to raise standards* in:

knowledge and understanding of the world in reception classes;

handwriting and presentation in KS1 and KS2;

the key skill of writing across the curriculum in KS1 and KS2;

geography, history and IT in KS2;

- comply with statutory requirements for a daily act of collective worship;
- plan for the progressive development of key skills and offer clear guidelines for implementation by staff;*
- ensure consistent implementation of the school's marking policy so that pupils know how to improve their work;*
- further develop the subject leader's role in monitoring and exemplifying standards.*

* These issues are identified in the school's development planning.

The inspectors wish to thank everyone associated with the school, especially the headteacher, staff, pupils, parents and governors for the co-operation and courtesy they received during the inspection.

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APPENDIX

A. Basic information about the school

Name of School	Ninian Park Primary School
School type	LEA maintained
Age-range of pupils	3 – 11
Address of school	Virgil Street, Grangetown, Cardiff
Post-Code	CF11 8TF
Telephone Number	02920 388991

Headteacher	Mrs Ferne Davies
Date of appointment	1.9.96
Registered Inspector	Mrs Karen Morris
Dates of inspection	8.3.04 - 11.3.04

B. School data as indicators

Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	30.5	45	46	45	48	45	47	52	328

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	3	18.9

<i>Staffing information</i>	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	15.75
Pupil: adult (fte) ratio in nursery classes	6.1
Pupil: adult (fte) ratio in special classes	5.2
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1.5

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	N	R	KS1	KS2
Term 1	76	86	87	91
Term 2	82	96	90	91
Term 3	78	85	89	90

C. Results of national curriculum assessments and public examinations

END OF KEY STAGE 1: 2003

National Curriculum Assessment KS 1 Results: 2003 (Number of pupils: 45)									
			D	W	1	2	3	4	
ENGLISH:	Teacher Assessment	School	0	9	33	56	2	0	
		National	0	4	14	63	20	0	
EN: Reading	Teacher Assessment	School	0	14	30	53	2	0	
		National	0	4	14	55	27	0	
EN: Writing	Teacher Assessment	School	0	9	35	56	2	0	
		National	0	5	14	69	11	0	

EN: Speaking and listening	Teacher Assessment	School	0	7	33	58	2	0
		National	0	3	13	63	22	0
MATHEMATICS	Teacher Assessment	School	0	23	16	58	0	0
		National	0	2	11	63	24	0
SCIENCE	Teacher Assessment	School	0	16	26	56	2	0
		National	0	2	10	66	22	0

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

In the school:	53	In Wales:	79
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- D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1
A pupils who were absent from the tasks

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2 : 2003

National Curriculum Assessment KS 2 Results: 2003											Number of pupils in Y6: 52		
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	4	1	0		0	4	4	35	56	6	
		National	0	0	0		0	1	6	16	45	31	
	Test/Task	School	4	2	4	0			4	23	36	27	
		National	0	2	1	1			5	12	38	40	
Mathematics	Teacher assessment	School	4	2	0		0	0	10	15	62	7	
		National	0	0	0		0	0	4	19	46	30	
	Test/Task	School	4	2	0	0			11	23	31	29	
		National	0	2	1	0			4	18	42	33	
Science	Teacher assessment	School	4	2	0		0	0	2	13	56	23	

	National	0	0	0	0	0	0	2	13	49	35	
Test/Task	School	4	2	0	0			0	13	42	34	
	National	0	2	0	0			1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	60	In the school:	56
In Wales:	70	In Wales:	71

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

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and twelve of the parents of pupils registered at the school. Documents supplied by the school were scrutinised and 129 questionnaires returned by parents were analysed. A team of five gave 18 inspector days to the inspection, in the course of which formal notes were made of 92 lessons or part lessons. In addition, 46 formal notes were made of aspects of pupils' work and provision. Discussions with pupils were undertaken both inside and outside the classroom and a sample of pupils' work was scrutinised. Teachers' planning and assessment records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the headteacher, the deputy headteacher and with teachers and learning support assistants. Still within the context of the inspection, reporting meetings took place with the headteacher, the staff and the governing body.

E. Composition and responsibilities of the inspection team

Karen Morris (Registered Inspector)	1 Context 2 Main Findings 3.1 Standards of Achievement 5.1 Quality of Teaching. 5.2 Assessment, recording and Reporting 6.1 Self-evaluation 6.2 Leadership and Efficiency 8.1 Progress since the last inspection 8.2 Key Issues for improvement	Science Information Technology Design and Technology Music
Pam Williams (Team Inspector)	3.2 Standards achieved in the Key Skills across the curriculum. Early Years.	English EAL Religious Education

Cliff Brace (Team Inspector)	5.4 Support and Guidance 5.5 Special Educational Needs	Mathematics History Geography
Sue Peters (Team Inspector)	4.1 Social, Moral and Cultural Development. 5.3 Curriculum. 6.3 Resources	Physical Education Welsh (Second Language) Art
Cliff Hewitt (Lay Inspector)	4.2 Behaviour 4.3 Attendance 5.6 Links 5.7 Industrial Links	

