

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**Oakfield Primary School
Ferntree Drive
Cardiff
CF3 0AA**

School Number: 6812164

Date of Inspection: 19/06/06

by

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The purpose of Estyn is to improve quality and standards in education and training in Wales. Estyn is responsible for inspecting:

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

The inspection of Oakfield Primary School took place between 19/06/06 and 21/06/06. An independent team of inspectors, led by Jean Laura Hannam undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

"There are three types of inspection.

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

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

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

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

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

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Oakfield Primary School was opened in 1979. The school is situated in the Saint Mellons area of Cardiff and caters for boys and girls aged 3 to 11 years. There are 357 pupils on roll, 171 of whom are boys and 146 girls. They are organised into 14 classes. Eighty children attend the nursery unit, attached to the school, on a part time basis. Pupils are admitted into the nursery and reception classes according to the Welsh Assembly Government (WAG) and Local Education Authority (LEA) guidelines. The school states the pupils are mainly drawn from the immediate vicinity and are able to walk to school. Most of the housing is rented from the Local Authority or a Housing Association. The area is said to be economically and socially disadvantaged. There are currently six "looked after" children on roll.
2. Baseline assessment data indicates over 40 per cent of pupils enter the reception class with below average ability. The school caters for a full range of abilities. There has been a movement in the school population of 15 per cent during the past year, which is high. Forty-seven per cent of pupils are entitled to free school meals which is considerably higher than the all Wales average of 19 per cent. There are 13 pupils who have a statement of Special Education Needs (SEN) and twenty three per cent are on the SEN register. This is above the all Wales average of twenty per cent. Ninety four per cent of pupils are from homes where English is spoken as the first language. None speak Welsh at home. Six per cent of pupils are from a wide range of ethnic groups and seven pupils receive support for learning English as an additional language (EAL). There were 2.5 per cent unauthorised absences, 18 temporary exclusions and no permanent exclusions over the past 12 months. No pupils are withdrawn from collective worship. At the present time there are five pupils with physical disabilities attending the school.
3. The school was last inspected in June 2000 and since then there have been a number of improvements to the building, both inside and out. The present head teacher has been in post since 1990 and has introduced the vision "to create a welcoming, caring environment in which all pupils are happy, self-confident, well-motivated and have a sense of personal adequacy to enable them to work to their full potential".
4. The school has been awarded the Basic Skills Agency Quality Mark Award, the Investor in People Award, the Wales Quality Award, the Eco Schools Flag status, the Sportsmarc Cymru Award, Mace Mark Award, ICT Quality Mark and a Healthy School Network Award.

The school's priorities and targets

5. The school's Vision Statement is:
"Our vision at Oakfield Primary School is to create a welcoming, caring environment in which all pupils are happy, self-confident, well-motivated and have a sense of personal adequacy to enable them to work to their full potential."

6. The school summarises its aims as follows:
"We endeavour to ensure that the delivery of the whole curriculum encompasses the Desirable Outcomes (3-5 years) and the Programmes of Study of the National Curriculum. We aspire to help pupils to acquire a set of moral values on which to base their conduct and behaviour. We aim to provide each child, through religious education, collective worship and class projects, with a knowledge of Christianity and an awareness of other world religions.

Using a range of teaching techniques and by providing a wide range of experiences we hope to develop pupils' creative and aesthetic abilities. We aim to foster home school liaison in order to maintain and further improve the links between school, parents and the local community. Pupils are encouraged to respect their environment and particularly to address the litter problem, which exists in the St. Mellons area.

7. The school strategic plan includes the following priorities for 2006:
 1. to review the practices and procedures for pupil and staff self evaluation;
 2. to ensure that the Management of " Proud to Present" is consistent throughout the School and develop the "Achievement and Inclusion Project";
 3. to review the practice of setting agreed learning objectives;
 4. to review the schools marking policy;
 5. to review circle time;
 6. to review the key aspects of performance in the seven key areas for inspection;
 7. to update the school's Self Evaluation Report;
 8. to analyse attainment and progress in Mathematics over recent years with particular regard to gender issues.

Summary

8. Oakfield Primary School is a good school with some outstanding features. It is a warm, welcoming and inclusive school that provides a happy, secure environment for all pupils. It provides good quality education. Pupils progress well in their learning in a broad range of areas and they reach good standards. From a low level of ability on entry, pupils achieve well during their time at the school, due to the efforts of the staff. The head teacher and staff are hard working, dedicated and work well as a team
9. Very good progress has been made since the last inspection in raising standards of achievement.
10. The inspection team agreed with the judgements made by the school in its self-evaluation report in two out of seven key questions.

Table of grades awarded

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

Standards

11. Overall standards of achievement, in the areas of learning and subjects inspected, are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	70%	23%	0%	0%

12. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Subject	Key stage 1	Key stage 2
English	Grade 2	Grade 2
Welsh second language	Grade 2	Grade 2
Science	Grade 2	Grade 2
Geography	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical education	Grade 2	Grade 2

13. Pupils' success in the creative arts is an outstanding feature. Pupils with Special Educational Needs (SEN) and for whom English is an additional language (EAL) make similar progress to their peers and achieve targets set in all areas.
14. In 2005, the end of key stage 1 National Curriculum assessment results for the core subjects, were above local and national averages. The Core Subject Indicator, which is the number of pupils who have achieved level 2 and above in English mathematics and science (the core subjects), was above local and national averages, at 87 per cent. This places the school in the upper quartile when compared to schools across Wales with similar numbers of pupils entitled to receive free school meals. Rolling averages over the past three years suggest sustained progress in standards in all three core subjects.
15. At the end of key stage 2, using Teacher Assessment Information, the 2005 Core Subject Indicator (the number of pupils who achieve level 4 and above in all three core subjects) was considerably below local and national averages at 46.8 per cent. When compared to schools across Wales who have a similar number of pupils entitled to free school meals, the school is in the lower quartile. However, overall, key stage 2 performance in all core subjects has slowly improved over the last five years. In previous years, the school performed considerably better in the key stage test situation compared with teacher assessment predictions. These test results also indicated a steady increase in standards.
16. In the 2005 statutory teacher assessments, girls significantly out performed boys in all core subjects at key stage 1 and exceeded local and national averages. At key stage 2, boys out performed girls in mathematics and science.
17. In the 2005 statutory teachers' assessments some more able pupils achieved at a high level at both key stages.
18. The above analysis is based on information available before and during the inspection and represents judgements made by examining extensive data over a number of years. However, results for 2006 made available after the inspection week, indicate that the school has begun to address the issue of conflicting attainment levels. The results for 2006 at key stage 1 and 2 place the school in the top quartile of similar schools.

19. It must be noted that the 2006 Teacher Assessment figures are included in the appendix and compare the school more favourably with national and LEA schools with the same free school meals indicator.
20. In key stages 1 and 2, pupils' standards and progress in the key skills of speaking listening, reading, writing, numeracy, information and communications technology (ICT) across the curriculum are good with no important shortcomings. Pupils' standards in bilingual competence have good features that outweigh shortcomings and pupils' use of incidental Welsh is underdeveloped. However, pupils have a good understanding of the traditions and culture of Wales.
21. Overall most pupils including those with SEN and EAL are clear about the purpose of lessons and are able to self evaluate their own work at an appropriate level. Pupils understand how they are progressing and what they need to do to improve. They discuss and evaluate their targets with staff on a very regular basis. This is an outstanding feature of the school.
22. Most pupils achieve the targets they are set and overall this gives a good focus, with no important shortcomings, for pupils to move towards to fulfilling their potential and progressing to the next stage in their learning. In a minority of cases more able pupils do not have sufficiently high expectations, as teacher assessment is cautious and the resulting targets insufficiently challenging.
23. Overall pupils demonstrate a positive attitude to learning, show interest and work hard with increasing periods of concentration.
24. The majority of pupils understand the processes involved in problem solving. Pupils have very good creative skills and this is a strength. As they progress through the school they develop their ability to work independently and they acquire the skills to maintain life long learning.
25. Every pupil feels valued and included and this is supported by the very positive partnership with parents. Pupils throughout the school make good progress with some outstanding features in their personal and social skills.
26. Behaviour is good with no important shortcomings; both in lessons and when pupils are outside at play. Pupils know what is expected of them and understand the need for rules and the consequences if they are broken. Pupils confirm that instances of bullying are rare; they play and socialise well together whatever their social or cultural background.
27. Attendance for the last reporting year was 91.7 per cent. This is below the Wales and local average. Overall rates are affected by the fact that several pupils each year move out of the area but remain on the school roll until their new location has been identified. In addition a small minority of pupils have difficult home circumstances, which sometimes prevent them from attending school. The school is aware of these issues and does all in its power to address them.

28. Punctuality has good features that outweigh shortcomings.
29. Pupils' understanding of their place in the community and of the working world is good with no important shortcomings.
30. Throughout the school pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural beliefs within society.

The quality of education and training

31. During the inspection the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

32. The overall quality of teaching has improved a great deal since the time of the previous inspection.
33. In the lessons which have outstanding features, members of staff:
 - impart high expectations of pupils' performance:
 - plan work that is very exciting and challenging:
 - give pupils many opportunities to develop their independent learning skills;
34. In the majority of lessons where teaching is good, members of staff:
 - give clear explanations so pupils fully understand what they have to do;
 - ensure that the pace of the lesson is really good
 - have a good subject knowledge and seek to involve pupils productively;
 - deploy class assistants well to support in lessons,
 - incorporate good questioning techniques and provide experiences that are interesting and stimulating;
 - promote a good level of independent working;
 - manage challenging behaviour well.
35. In those lessons which have some shortcomings, members of staff:
 - do not move around the groups during the lesson, which causes problems as pupils come to the teacher's table for assistance, forming a queue, and valuable learning time is wasted.
 - use incidental Welsh infrequently and miss many good opportunities where pupils' bilingual skills could be better developed;
 - allow the pace of the lesson to slow so that pupils' attention wanders and they go off task.
36. Teachers work well together as an enthusiastic, dedicated and well trained team. They display good subject knowledge and a good understanding of recent educational initiatives. They plan together well and share good practice in their areas of expertise.

37. Relationships between all teachers, teaching assistants and pupils are very good throughout the school and a strength of provision.
38. Teachers generally employ a wide range of strategies to motivate stimulate, and interest pupils and get the best out of them. They plan very well to meet the needs of pupils of all ages and abilities.
39. Teachers promote *Y Cwricwlwm Cymreig* effectively, enabling pupils to have a good knowledge and understanding of their own culture. They are less effective in promoting the use of incidental Welsh.
40. They help pupils to understand the principles of equal opportunity by regularly emphasising its importance. Teachers are good at ensuring the needs of all pupils are met regardless of gender, race or disability.
41. Members of staff teach pupils well about the faiths and cultures, of the wider world and to have a respect for diversity, but they place less emphasis on promoting pupils' knowledge and understanding of issues that arise from living within a multi-cultural society.
42. Teachers are good at catering for the needs of pupils with SEN and EAL, by providing, implementing and monitoring effective programmes of work. Although more able pupils are often set suitably challenging work, more could be done to further develop and extend the learning of this group of pupils.
43. The quality of assessment and its use in helping to raise standards in the early years and throughout the school is good. However, over the past few years, not all results have been used to identify and address issues within sub-groups of cohorts that need further guidance to help them achieve a higher standard.
44. At key stage 2, teachers' own target setting in the core subjects has shown big variations in the expectations of pupils from one year group to another. This has made teachers quite cautious when awarding their teacher assessment grades and over the years an unacceptably wide gap has emerged between teacher assessment grades and results in more formal tests.
45. Assessment procedures are not as well developed for the foundation subjects as for those in the core subjects.
46. Any problems are identified early on and intervention is swift. Pupils' work is marked conscientiously and accurately and pupils are shown where they need to improve their work.
47. Pupils are fully involved in evaluating their own progress in the core subjects and setting further targets for development. This is an outstanding feature.
48. Annual reports to parents are of very good quality, informing parents and carers well about pupils' achievements and progress. They indicate where pupils need to improve their work in subjects across the curriculum.

49. The curriculum meets the needs of all pupils very well. It is particularly effective in meeting the needs of children in the nursery and reception classes. It is broad and balanced and builds systematically on what pupils already know and can do. Arrangements to ensure that pupils acquire key skills and apply them across the curriculum are good.
50. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs. A high percentage of pupils of all abilities participate in these activities. This breadth of opportunities for learners is an outstanding feature.
51. The school promotes pupils' personal development including their spiritual, moral, social and cultural development very well. This is a strength of the school.
52. The school has good links with the community, parents and carers, as far as the welfare of their children are concerned.
53. Pupils in the early years are given good opportunities and receive good encouragement to develop competence in both Welsh and English. In key stages 1 and 2, the school helps develop the language skills but infrequent and irregular use of incidental Welsh across the curriculum hampers the development of fluency.
54. The school's *Cwricwlwm Cymreig* ensures that pupils are given good opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales. The school develops pupils' knowledge and understanding of the cultures of the world very effectively, particularly in music and art.
55. Provision to develop pupils' understanding of the working world, enterprise and their entrepreneurial skills are good with no important shortcomings.
56. The provision made for sustainable development and global citizenship is an outstanding feature. Good attention is given to ensuring pupils develop the skills for life long learning. There are good arrangements to support pupils when they move to the next stage of education at the end of Year 6. Very good arrangements exist to encourage pupils to take responsibility for improving their own learning and there are good opportunities within the curriculum for pupils to develop their key and basic skills, including problem solving.
57. The school meets legal and course requirements and attends well to the national priorities for life-long learning and community regeneration.
58. The school works with an extremely good range of professionals from outside agencies. The school endeavours to work closely with parents when there are specific concerns related to their children.

59. Induction programmes are outstanding, especially for the under fives and those of the 15 per cent transitory population that move through the school each year.
60. Adults know all pupils well. The day-to-day support and guidance pupils receive is excellent; this helps to ensure friendly relationships throughout.
61. Systems to address any concerns related to pupils' behaviour are outstanding. The assistant head teacher plays a significant and very effective role in providing support for pupils with challenging behaviour, those who may have been excluded from another school or who may be at risk of exclusion; these arrangements are excellent. As a result the school frequently maintains pupils in education where other schools have failed.
62. Policies and procedures to ensure everyone's health, safety and welfare have good features that outweigh shortcomings. Very good attention is given to healthy lifestyles and exercise. A number of health and safety concerns were brought to the attention of the head teacher and governing body by the inspection team.
63. The assistant head teacher sensitively deals with any child protection issues. All staff are fully aware of the procedures to follow if they have any concerns. The child protection policy reflects current practice. However there is no established arrangement to ensure that training for all staff is updated on an ongoing regular basis.
64. The provision for learners with special educational needs is outstanding and is managed exceptionally well by the special educational needs co-ordinator [SENCo]. Measurable improvements in standards have been achieved for these pupils. All procedures are fully in accordance with the Code of Practice for SEN.
65. The provision for withdrawal groups and arrangements for pupils to be taught alongside their peers is equally effective. This is an outstanding feature.
66. Pupils whose poor behaviour and emotional difficulties impedes their progress are supported and managed very well to enable them to obtain outcomes in their work that are similar to other pupils in the year group. The school has a clear policy to promote equal opportunity, social disadvantage, diversity and racial equality. Provision for inclusion is good, no pupil whatever their background or culture is prevented from taking part in school life.
67. The school makes suitable arrangements to ensure that the pupils with visual impairments are fully involved in school life and can access the school site and curriculum. The schools' accessibility plan has not been updated neither does it provide information on arrangements to ensure equal treatment for disabled pupils in the governors' annual report or the school prospectus.

Leadership and Management

68. The school is very well managed. The head teacher is a very effective leader who strives, at every opportunity, to enhance the learning environment of all pupils. The management is purposeful with high expectations and gives a clear direction to the work of the school. The two assistant head teachers, as part of the senior management team, provide very strong support in all areas of school management. This is a strength.
69. A number of purposeful aims and objectives are understood, adopted and reflected well in the work of the school, the behaviour of the school community and the positive relationships between all stakeholders.
70. The school's clear values and the respect shown towards individuals and their needs have a very positive impact on the standards achieved. This also is an outstanding feature. The school provides equal opportunities for all and this is well reflected in its daily work.
71. The school takes very good account of national priorities and of local partnerships and consortia agreements
72. Core subject and target setting and tracking processes are well established in the management structure of the school. A detailed analysis is made of pupils' assessment results, including baseline assessment, teacher assessment, National Curriculum assessment results and many standardised tests. The school makes good use of this analysis to set individual targets.
73. A strong performance management system has a positive impact on the school and contributes well to the process of identifying staff needs. The Senior Management Team purposefully leads a self-critical culture that focuses attention on pupils' standards of achievement and teachers' professional development. This is an outstanding feature.
74. The staff appraisal system effectively promotes teachers' continuous professional development. Staff development has been targeted and in-service training has been very closely matched to the needs of the individual teachers and the requirements of the school.
75. The governing body is fully supportive of the head teacher, staff pupils and the aims and objectives of the school. They are very knowledgeable about many aspects of the school life, fully understand their roles and responsibilities and are developing their strategic planning skills. Key governors monitor provision. The governing body is not sufficiently vigilant in updating required statutory documentation.
76. The school self-evaluation process is thorough, reflecting a culture of self-criticism and involves all leaders and managers. The culture of rigorous self-evaluation is firmly embedded in the school and this is an outstanding feature.

77. The head teacher, governors and staff are fully committed to monitoring and improving standards and the views of all interested parties including pupils and parents are actively sought by the school to inform the process. However, a small minority of stakeholders, are unclear as to the purpose of the process. The Governing Body and head teacher, provide very good resources to ensure priorities from the School Strategic Plan are met. This is an outstanding feature.
78. Overall the school's effective self-evaluation report draws on first hand evidence and evaluates in detail the school's strengths and the areas that need improving. It informs a comprehensive School Strategic Plan, which identifies focussed priorities with appropriate time-related and measurable criteria that drives school improvement effectively over the school year. This is an outstanding feature.
79. The monitoring role of the head teacher and the Senior Management Team is very well developed. Curriculum co-ordinators constantly monitor standards in the core subjects and provision is good. Monitoring of foundation subjects is less well developed. Not all of the many initiatives are evaluated for impact on the teaching and learning.
80. The role of the curriculum co-ordinator is developing very well in the core subjects.
81. The school has made very good progress since the last inspection.
82. The inspection team did not agree with the school in its self-evaluation report in five out of the seven key questions but identified many similar strengths and weaknesses.
83. The school has an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Staff are effectively deployed to make very good use of their strengths and experiences in a range of subjects across the curriculum. They readily share good practice. These are outstanding features of the school.
84. The quality and quantity of learning resources is good with outstanding features and supports the effective delivery of the curriculum. They link with priorities in the School Strategic Plan are reviewed regularly and accessible to all.
85. The staff work hard to create a positive learning environment for pupils.
86. The school building is open plan in design and is suitable to supply the needs of the number of pupils on roll. Children in the Early Years and key stage 1 have access to an attractive outdoor learning area. This is an outstanding provision.

87. Teaching and non-teaching staff regularly attend training courses to improve their skills; these are linked to continual professional development needs and priorities in the School Strategic Plan.
88. The school has established a manageable system to enable all staff to be released for the Statutory Planning and Preparation Time. Overall this has a positive effect on standards.
89. The school gives very good value for money.

Recommendations

In order to improve the school and raise the standards, the staff and governing body need to:

- R1 Continue to develop assessment procedures so that;
- teacher assessment accurately identifies the ability of pupils particularly at the end of key stage 2;
 - assessment of foundation subjects is more rigorous and reflects current good practice in core subjects;*
 - the use of available data is extended to ensure better provision for identified groups to help them achieve higher standards.*

R2 Ensure the governing body meets its statutory requirements.

* These have been identified as priorities in the School Strategic Plan and other documentation.

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

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

90. The inspection team does not agree with the school's judgement of grade 1 in its self-evaluation report. This is because after scrutinising available data and pupils' work and observing lessons, the inspection team's judgement is that the pupils are working at a level, which is good with no important shortcomings. However, from low levels of ability on entry to the school, pupils make very good progress.
91. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. Children make very good use of the outdoor classroom and this is an outstanding feature. Their standard of behaviour is good with outstanding features as they work collaboratively, in independent groups, to explore their surroundings. All are eager to extend their learning skills at every opportunity and apply them to other areas of the curriculum. They readily share their learning with adults and peers.
92. Baseline assessment data indicates that children enter school with attainments that are similar year on year. The ability of a large proportion (42 per cent) of pupils on entry to the reception class is below the LEA average. By end of reception year baseline assessments indicate that the majority of pupils achieve at their expected level denoting good progress.
93. Pupils' standards of achievement in the subjects inspected and observed during the inspection are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	70%	23%	0%	0%

Grades for Subject Areas

Subject	Key Stage 1	Key Stage 2
English	2	2
Maths	2	2
Design Technology	2	2
Information Technology	2	2
Geography	2	2
Physical Education	2	2

94. The school has made very good progress in raising standards since the last inspection.

95. Despite their low level of achievement on entry to the school, all pupils regardless of age, gender, ability, linguistic or social background or ethnicity succeed as they move through the school in a variety of areas. Their success in the creative arts is an outstanding feature. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) make similar progress to their peers and achieve targets set.
96. There is a high level of pupil mobility, with a movement of up to 15 per cent in the school population each year. This impacts on the National Curriculum assessment results at both key stages 1 and 2.
97. In 2005, the end of key stage 1 National Curriculum assessment results for the core subjects were above local and national averages. The Core Subject Indicator, which is the number of pupils who have achieved level 2 and above in the core subjects of English mathematics and science, was above local and national averages, at 87 per cent. This places the school in the upper 25 per cent when compared to schools across Wales with similar numbers of pupils entitled to receive free school meals. The school is in the upper quarter for mathematics and science and broadly equal to the average for English. Rolling averages over the past three years suggest sustained progress in standards in all three core subjects. Targets in all areas meet the LEA estimates. These are based on baseline test scores and social background data.
98. At the end of key stage 2, using teacher assessment information, the 2005 Core Subject Indicator (the number of pupils who achieve level 4 and above in all three core subjects) was considerably below local and national averages at 46.8 per cent. When compared to schools across Wales with similar numbers of pupils entitled to free school meals, the school is in the lowest 25 per cent. Overall however, key stage 2 performance has slowly improved over the last five years.
99. In previous years, the school performed considerably better in the key stage test situation compared with teacher assessment predictions. These test results also indicated a steady increase in standards and placed the school broadly in line with the average for schools with the same free school meals indicator. Optional tests taken in 2005 confirm this steady rise in standards. The school states that the teacher assessment results in 2005 more accurately reflect pupils' ability and this view is substantiated by the regular use of standardised tests. Teacher assessment results placed the school in the upper quarter of schools in Wales, when compared to schools with a similar number of pupils entitled to free school meals, in English and the lower quarter for mathematics and science.
100. In the 2005 statutory teacher assessments, girls significantly out performed boys in all core subjects at key stage 1 and exceeded local and national averages. At key stage 2, boys out performed girls in mathematics and science; but girls out performed boys by a significant 14 per cent in English. Data collected over a number of years indicates that there is no long-term difference in gender performance.

101. At key stage 1, more pupils than average achieved the higher level 3 in English and science. At key stage 2, fewer pupils than average achieved the higher level 5 in the three core subjects. These results are endorsed by various standardised tests.
102. The above analysis is based on information available before and during the inspection and represents judgements made by examining extensive data over a number of years. However, results for 2006 made available after the inspection week, indicate that the school has begun to address the issue of conflicting attainment levels. The results for 2006 at key stage 1 and 2 place the school in the upper quarter when compared to similar schools. At key stage 1, the school performed slightly above the national average for pupils working at level 3. At key stage 2, girls out performed the boys in all core subjects but more boys than girls reached level 5.
103. It must be noted that the 2006 teacher assessment figures are included in the appendix and compare the school more favourably with national and LEA schools with the same free school meals indicator
104. Most pupils are clear about the purpose of lessons when the objectives are stated clearly at the start of each lesson. Pupils self-evaluate their own work very effectively and understand how they are progressing and what they need to do to improve. This is an outstanding feature of the school. Pupils discuss and evaluate their targets with staff on a regular basis.
105. Overall pupils, including those with SEN and EAL, make good progress in acquiring new skills and knowledge, developing their ideas and increasing their understanding of the learning process. Most pupils achieve the targets they are set. They fulfil their potential and progress smoothly to the next stage in their learning. In a minority of cases more able pupils do not have sufficiently high expectations,
106. In key stage 1 and key stage 2, pupils' standards and progress in the key skills of speaking listening, reading, writing, numeracy and information and communications technology (ICT) across the curriculum are good. However, their competence in bilingual skills has good features that outweigh shortcomings.
107. Pupils listen attentively to their teachers, other adults and each other. Good listening skills enable most pupils to gain good levels of incidental knowledge. The majority of pupils speak confidently about their learning experiences and ask and answer questions clearly. In the key skill of reading, pupils make good progress bearing in mind their below average starting point.
108. Pupils use writing skills with increasing confidence. In their project based learning sessions, all pupils learn to plan, draft, confer and edit their work. Pupils in key stage 2 are developing their skills in using the library and the Internet for independent research across the curriculum.

109. Pupils use their numeracy skills well in key stage 1. Older key stage 2 pupils apply these skills competently across the curriculum. Throughout the school, pupils are becoming confident using ICT as a result of the good facilities now available in the computer suite and in the classrooms. At both key stages, pupils gather information from a range of electronic reading materials and begin to discover the flexibility and facilities of ICT by investigating different methods of presentation of data or text, for example to display work after a visit to Saint Hilary.
110. Pupils' bilingual competence has good features that outweigh shortcomings. Their use of incidental Welsh is underdeveloped and some of the language patterns are repetitive. Pupils are developing a good awareness of *Cwricwlwm Cymreig*.
111. Children under five have attitudes to learning that are good with outstanding features, as they eagerly extend each learning experience and apply skills across the curriculum. In key stage 1 and key stage 2 pupils demonstrate a good attitude to learning, show interest and work hard with increasing periods of concentration. The majority of pupils understand the processes involved in problem solving. Their creativity is a strength of the school; for example the environmental art projects that decorate the school hall. As they progress through the school, pupils develop their ability to work independently and they acquire the skills to maintain life long learning.
112. Every pupil feels valued and included and this is supported by the very positive partnership with parents. Pupils throughout the school make good progress with some outstanding features in their personal and social skills; such as when they interact with new pupils of various ages, helping them to settle into school life.
113. Through effective strategies such as circle time, they develop their self-esteem and confidence and are learning how to collaborate well. They feel they have a voice within the school, take their responsibilities seriously and show a commitment to their roles. They are developing a strong moral sense and increasingly take responsibility for their own actions as they progress through the school. This development is evident as they become involved with the school council, the ECO committee, and through participation in community projects.
114. Behaviour is good with outstanding features in children under five as they work respectfully together. Throughout the school it is good with no important shortcomings; both in lessons and when pupils are outside at play. Pupils know what is expected of them and understand the need for rules and the consequences if they are broken. There are several pupils who sometimes find great difficulty controlling their behaviour but pupils confirm that instances of bullying are rare. Pupils play and socialise well together whatever their social or cultural background.
115. Attendance for the last reporting year was 91.7 per cent. This is below the Wales and local averages. Overall rates are affected by the fact that several

pupils each year move out of the area but remain on the school roll until their new location has been identified. In addition, a small minority of pupils have difficult home circumstances, which sometimes prevent them from attending school. The school is aware of these issues and does all in its power to address them.

116. Punctuality has good features that outweigh shortcomings. A small but significant minority of pupils are regularly late each day. In nearly all instances, the school takes suitable account of the Welsh Assembly Government circular 3/99. However, on occasions, the register is marked during the morning session for the afternoon session as well; this poses a safety concern especially if a pupil were not to be present, for whatever reason, during the afternoon session.
117. Pupils' understanding of their place in the community and of the working world is good with no important shortcomings. Throughout the school pupils' understanding of equal opportunity issues is good. They recognise, understand and respect diversity of beliefs, attitudes and cultural traditions within society.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

118. The findings of the inspection team do not match the judgements made by the school in its self-evaluation report of a grade 1 as some areas, such as assessment and the quality of teaching, were judged to have good features with no important shortcomings.

119. During the inspection the quality of teaching in the lessons observed is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9%	82%	9%	0%	0%

120. The overall quality of teaching has improved a great deal since the time of the previous inspection.

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

- impart high expectations of pupils' performance and a lively and energetic delivery in the lesson, using a range of strategies to get the best out of the pupils;
- plan work that is very exciting and challenging;
- give pupils many opportunities to develop their independent learning skills, by experimentation and investigation, allowing them to find things out for themselves, thereby promoting life long learning skills;

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

- give clear explanations so pupils fully understand what they have to do;
- ensure that the pace of the lesson is really good and no learning time is wasted;
- have a good subject knowledge and seek to involve pupils productively;
- deploy class assistants well to support in lessons, which has a good impact on pupils' learning;
- incorporate good questioning techniques, which extend and challenge learning.
- provide experiences that are interesting and stimulating;
- promote a good level of independent working;
- manage challenging behaviour well;
- make work more interesting by providing relevant links between subjects.

123. In those lessons which have some shortcomings, members of staff:

- do not move around the groups during the lesson, which causes problems as pupils come to the teacher's table for assistance, forming a queue, and valuable learning time is wasted.

- use incidental Welsh infrequently and miss many good opportunities where pupils' bilingual skills could be better developed;
 - allow the pace of the lesson to slow so that pupils' attention wanders and they go off task.
124. Teachers work well together as an enthusiastic, dedicated and well trained team. They display good subject knowledge and a good understanding of recent educational initiatives. They are committed to their ongoing professional development.
125. Classroom assistants, including those who support pupils with SEN are equally well trained and committed and form a cohesive part of the staff team. They plan together well and share good practice in their areas of expertise with other team members. This impacts on the teaching and learning and is a strength of the school. For example, when the early years staff help introduce Foundation Phase ideas into key stage 1, they use a range of strategies and teaching methods related to their subject.
126. The quality of the teaching and learning in the nursery and reception classes is good overall. This is because teachers and support staff use such a wide variety of good strategies to engage and involve children. They help them to extend and enjoy their learning and, in particular, to extend their speaking and listening skills. It is also because relationships are so strong, enabling children to feel confident and secure in their learning and willing to approach adults for help when they need it.
127. Relationships between all teachers, teaching assistants and pupils are very good throughout the school and a strength. All adults show empathy with the pupils and this is characterised by a mutual respect. In lessons, staff are patient and calm, friendly and approachable. This helps them to manage often quite challenging behaviour really well. Pupils say they like their teachers and enjoy their lessons, which helps them to learn better.
128. Teachers generally employ a wide range of strategies to motivate stimulate, and interest pupils and get the best out of them. They plan very well to meet the needs of pupils of all ages and abilities. They share learning objectives thoroughly with pupils, who show that they are quite clear about teachers' expectations and what they need to do. Teachers plan a wide range of creative, experimental and investigative work and pupils respond well to these. Teachers plan for continuity and progression, ensuring that lessons build on previous learning effectively and link with daily on-going assessments to facilitate individual work at an appropriate level if required. This is a strength of the school.
129. Teachers promote *Y Cwricwlwm Cymreig* effectively, enabling pupils to have a good knowledge and understanding of their own culture. They are less effective in promoting the use of incidental Welsh, thereby developing pupil's bilingual skills.

130. They help pupils to understand the principles of equal opportunity by regularly emphasising its importance. Teachers are good at ensuring the needs of all pupils are met regardless of gender, race or disability. They prepare work that is well matched to pupils' needs and they offer very good support to individuals and groups.
131. Members of staff teach pupils well about the faiths and cultures, of the wider world and to have a respect for diversity, but they place less emphasis on promoting pupils' knowledge and understanding of issues that arise from living within a multi-cultural society.
132. Teachers are good at catering for the needs of pupils with SEN, by providing, implementing and monitoring effective programmes of work. They are equally good at meeting the needs of pupils who learn EAL. Although more able pupils are often set suitably challenging work, more could be done to further develop and extend the learning of this group of pupils.
133. The quality of assessment and its use in helping to raise standards in the early years and throughout the school is good. Rigorous and comprehensive systems are in place that track pupils' progress from the time they start school in the nursery. The head teacher, special needs co-ordinator [SENCO] and core subject co-ordinators have a wealth of data to hand from which to set targets for pupils' improvement and this has been useful in helping the school to raise standards in these subjects. However, over the past few years, not all results have been used to identify and address issues within sub-groups of cohorts that need further guidance to help them achieve a higher standard. For example the lower level 2 pupils in year 3 and yearly fluctuations in the attainment of boys and girls. Overall, the school recognises this issue and is now taking steps to address the situation.
134. At key stage 2, teachers' own target setting in the core subjects has shown big variations in the expectations of pupils from one year group to another. This has made teachers quite cautious when awarding their teacher assessment grades and over the years an unacceptably wide gap has emerged between teacher assessment grades and results in more formal tests. On occasions, this has made it difficult to ascertain precise ability levels and in turn has, in some cases, affected the challenge within targets set. However, the 2006 results indicate the school has begun to address this issue.
135. Assessment procedures are not as well developed for the foundation subjects as for those in the core subjects and this makes it more difficult for teachers to have an accurate picture of the progress that pupils are making and where standards lie.
136. Any problems are identified early on and intervention is swift. Results of daily ongoing assessment by teachers and classroom assistants are incorporated into teachers' planning, enabling them to adapt and provide work that is at the right level for different pupils. Pupils are monitored on a daily basis. It also helps teachers to report accurately to parents.

137. Pupils' work is marked conscientiously and accurately and pupils are shown where they need to improve their work. Comments are positive and encouraging. Moderated and comprehensive portfolios of exemplar work are used effectively by most subject co-ordinators to establish levels of achievement. Pupils' performance is carefully tracked throughout the school.
138. Adults provide very good support and guidance, which enables pupils to understand their work. Pupils confirm that their teachers help them and they are happy to ask for help. Staff ensure pupils are fully involved in evaluating their own progress in the core subjects and setting further targets for development. These are individually reinforced during each lesson. Pupils are eager to discuss and explain their targets with visitors and are proud of their progress and achievements, knowing that staff value these. This is an outstanding feature.
139. Annual reports to parents are of very good quality, informing parents and carers well about pupils' achievements and progress. They indicate where pupils need to improve their work in subjects across the curriculum. They also note pupils' individual and personal characteristics reflecting the thorough knowledge staff gain of the individual needs of the pupils over the full and extended curriculum. This is a strength of the school.

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

Grade 1: Good with outstanding features

140. Overall the findings of the inspection team match the judgements made by the school in its self-evaluation report.
141. The overall quality of the educational provision for the under fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning. The provision for outdoor education for the under fives is an outstanding feature. They are also able to further develop their social and emotional skills as they use the sensory room, which is situated in the early years area.
142. The curriculum meets the needs of all pupils very well. It is particularly effective in meeting the needs of children in the nursery and reception classes. This is a strength of the school. Overall it is broad and balanced and builds systematically on what pupils already know and can do.
143. There are good arrangements within the curriculum for pupils to develop their key and basic skills, including problem solving. These are slowly becoming embedded in the practice of the school. The school has recently been awarded the Basic Skills Award for the second time.
144. The schemes of work indicate progression clearly and the quality of teachers' long and short-term planning is good in all the subjects inspected.

145. A particularly outstanding element in the curriculum is the excellent provision for out of school activities and the broadening of the curriculum by a very good range of clubs and sporting activities. In particular the choir offers very good enrichment as they take part in a variety of activities, both locally and nationally. Any pupil can join and it is a source of awe and wonder within the school community.
146. Pupils are given equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs. The school is affiliated to 'Kids College', 'Children's University' and the 'University of the First Age'. Thirty-one pupils are participating in an opera being produced by the Welsh National Opera Company. Greater independence and co-operation are promoted for older pupils during residential weeks. Pupils benefit from the teaching of peripatetic teachers of strings, woodwind, brass and percussion.
147. The school promotes pupils' personal development including their spiritual, moral, social and cultural development very well. Opportunities occur in some subjects, such as English for pupils to reflect on important issues and feelings and this has a positive influence on pupils' spiritual awareness and understanding. Teachers successfully encourage positive moral values and there are good opportunities for pupils to show that they are kind and considerate to one another such as the welcome and respect given to new pupils entering the school throughout the year. This is an outstanding feature. Pupils are encouraged to behave as responsible members of their community and of the wider world.
148. Collective worship is of a broadly Christian nature and meets statutory requirements. Assemblies help foster pupils' personal development and recognises achievements very well. The quality and the extensive range of music making within the school, adds significantly to pupils' spiritual and cultural development. Pupils successfully celebrate the culture and faiths of different peoples. All traditions are valued and racial harmony is promoted well.
149. The school council is influential in deciding how to support local and national charities and the Eco Committee encourages all pupils to consider the environment in their day to day lives. The school has good links with the community, parents and carers.
150. The school make good use of the environment to provide rich, often exciting experiences, including visits to places of interest in the locality and beyond. They bring interesting visitors into the school, such as a steel band and an opera group. They generally prepare resources that stimulate and engage pupils.
151. Pupils in the early years are given good opportunities and receive good encouragement to develop competence in both Welsh and English. In key stage 1 and key stage 2, specific language lessons, two Welsh clubs and bilingual skills and notices around the school help develop these skills further.

However, infrequent and irregular use of incidental Welsh across the curriculum hampers the development of pupils' fluency.

152. The school's *Cwricwlwm Cymreig* ensures that pupils are given good opportunities to acquire knowledge and understanding of the tradition, culture and history of Wales. They visit local places of interest, take part in a folk dancing festival in Saint Fagans and celebrate Saint David's Day. The school develops pupils' knowledge and understanding of the cultures of the world very effectively, particularly in music and art.
153. Provision to develop pupils' understanding of the working world, enterprise and their entrepreneurial skills are good with no important shortcomings. The school has a well-planned strategy that gives all pupils a good opportunity to learn about different occupations.
154. As part of their on going professional development, teacher placements have been undertaken in local businesses and these have had a beneficial impact in the school, for instance the recycling initiatives.
155. The school has benefited from financial support from national business and commerce. Older pupils have opportunities to take part in problem solving events, such as the 'building bridges project,' which took place during the week of the inspection, and the 'Knex' challenge. The school council makes a valuable contribution in helping bring about changes in the school.
156. The school's arrangements to tackle social disadvantage and ensure equality of opportunity and access for pupils to the curriculum are good with no important shortcomings. No one is disadvantaged because of their social or cultural background.
157. The provision made for sustainable development and global citizenship is an outstanding feature. The school has been awarded two green flags for its work in this area. Pupils are given a very wide range of opportunities to take part in environmental and recycling projects, including working with an artist in residence based around a recycling theme. Pupils involved with the Eco committee talk knowledgeably about recycling materials, energy conservation and the work in the environmental gardens.
158. Good attention is given to ensuring pupils develop the skills needed for life long learning. There are good arrangements to support pupils when they move to the next stage of education at the end of year 6; this reflects well the Welsh Assembly Government's recent national focus. Very good arrangements exist to encourage pupils to take responsibility for improving their own learning, for example through the setting of individual targets for improvement. This is an outstanding feature.
159. The school meets legal and course requirements.

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

Grade 2: Good features and no important shortcomings

160. The inspection team does not agree with the school's grade of 1 in its self evaluation report as there are some shortcomings in the area of health and safety which it has brought to the attention of the governing body.
161. The school works with an extremely broad range of professionals from outside agencies; this ensures that pupils with specific needs are very well looked after. This is an outstanding feature. The assistant head teacher co-ordinates care arrangements throughout the school extremely effectively. The well-established care committee ensures that the most vulnerable pupils are very well supported. Pupils confirm they feel safe and trust all adults who work with them.
162. The school endeavours to work closely with parents when there are specific concerns related to their children. They are consulted about care and support arrangements and this helps to ensure their children are well looked after. At the pre-inspection meeting, parents expressed the view that the school provides well for their children; the inspection team endorses this.
163. Induction programmes are outstanding, especially for the under fives. Arrangements to settle children into the nursery and reception classes are tailor made to suit the individual child; parents are fully involved in this process. Because of this, children settle quickly to school life. Procedures at the end of the school year for pupils to transfer to their new class are very good. There are equally very good arrangements for those pupils who join the school at different times of the year to help them settle and make new friends; the buddy system is a key part of this process.
164. All adults know the pupils well. The day-to-day general support and guidance pupils receive is excellent; this helps to ensure friendly relationships throughout. It is these relationships that successfully underpin the school's work and give pupils the confidence to seek help if they should need it. Throughout the school, day-to-day guidance is discreet but extremely effective. As a result, pupils grow in confidence and self esteem.
165. Systems to address any concerns related to pupils' behaviour are outstanding. The assistant head teacher plays a significant and very effective role in providing support for pupils with challenging behaviour, those who may have been excluded from another school or who may be at risk of exclusion; these arrangements are excellent. As a result, the school frequently maintains pupils in education where other schools have failed. Meticulous records are maintained so that pupils' behaviour can be very closely monitored. However the school does not keep a separate record of incidents of restraint as outlined in its own policy.
166. Arrangements to monitor attendance and punctuality are extremely effective and the expertise of the EWO (Education Welfare Officer) is used very well

where there are concerns. The school is very aware of why pupils are absent or why punctuality may be a problem. The assistant head teacher works very closely with families in an attempt to encourage regular attendance.

167. Pupils' performance is carefully tracked throughout the school. Adults provide very good support and guidance, which enables pupils to understand their work. Pupils confirm that their teachers help them and they are happy to ask for help.
168. Policies and procedures to ensure everyone's health, safety and welfare have good features that outweigh shortcomings. Very good attention is given to healthy lifestyles and exercise. Welfare routines are well established should any pupils hurt themselves or become unwell whilst at school. Suitable risk assessments are regularly carried out, for instance when pupils take part in school visits. However, during break and lunchtime, the supervision of pupils is not always effective and pupils are not always in full view of the adults on duty. A number of minor health and safety concerns were brought to the attention of the head teacher and governing body.
169. The assistant head teacher sensitively deals with any child protection issues. All staff are fully aware of the procedures to follow if they have any concerns. The child protection policy reflects current practice. However there is no established arrangement to ensure that training for all staff is updated on a regular basis.
170. The very good provision for learners with special educational needs is outstanding and is managed exceptionally well by the special educational needs co-ordinator [SENCO]. She is very well organised, committed and conscientious. She knows the pupils and their needs very well and gives very good support to them and their families. Her role is pivotal in ensuring that all staff and pupils maintain a constructive and supportive attitude towards these pupils and their needs.
171. The SENCO is justifiably proud of the fact that measurable improvements in standards have been achieved for these pupils and a number, although still monitored, are regularly removed from the SEN register. All procedures are fully in accordance with the Code of Practice for SEN.
172. Eighty-three pupils are currently identified on the SEN register, which is well above average. These include 37 pupils who are at the stage of "school action", 33 who are at the "school action plus" stage, and 13 who carry a statement of need. These pupils are mainly identified for learning and behaviour difficulties, but three have visual impairment.
173. Pupils are also well supported by a good range of effective classroom assistants, enthusiastic and well-trained SEN teachers and committed external professionals. The SEN governor plays an active role. Very good links have been developed with the LEA learning support, visually impaired, and behaviour teams. Very good examples of inter-agency collaborative work were seen in classes across the school during the inspection.

174. Pupils in years 4, 5 and 6 are placed in different “sets” to enable those pupils who are less able, to be taught in small groups in English and mathematics alongside their peers. This has been very effective in raising the standards of achievement of these pupils.
175. In other year groups, pupils with SEN are supported in class, or withdrawn for extra support by additional teachers. This provision is equally effective because teaching can focus directly on targets identified in pupils’ individual educational plans, while ensuring that they keep up with their class work.
176. Pupils whose poor behaviour and emotional difficulties impedes their progress are supported and managed very well to enable them to obtain outcomes in their work that are similar to other pupils in the year group. School staff provide support very well and consequently help these pupils to obtain high levels of self-discipline and control.
177. The school has a clear policy to promote equal opportunity, diversity and racial equality. Provision for inclusion is good. No pupil, whatever their background or culture, is prevented from taking part in school life. For example, playground buddies ensure that pupils always have a friend to play with. There are good arrangements to eliminate bullying and any form of harassment. Pupils express confidence in the school’s systems.
178. The school makes suitable arrangements to ensure that the pupils with visual impairments are fully involved in school life and can access the school site and curriculum. Some areas of the building are not fully accessible for pupils and adults who, for instance, may use a wheelchair.
179. The school has an accessibility plan, but this has not been up-dated to reflect the recommendations from the LEA’s access audit that was undertaken some while ago. The school does not provide information on arrangements to ensure equal treatment for disabled pupils in the governors’ annual report or the school prospectus.

Leadership and management

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

Grade 1: Good with outstanding features

180. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
181. The grade awarded to this Key Question does not correlate with that given to Key Question 1. This is because the team judged that the senior management team has introduced effective procedures that have resulted in pupils making good progress throughout the school when viewed alongside their level on entry. The team further judged that this good progress results in pupils working at a standard that has good features and no important shortcomings by the time they leave the school at the end of Year 6.
182. The school is very well managed. The head teacher is a very effective leader who strives, at every opportunity, to enhance the learning environment of all pupils. The management is purposeful with high expectations and gives a clear direction to the work of the school. The two assistant head teachers, as part of the senior management team, provide very strong support in all areas of school management. This is a strength.
183. A number of purposeful aims and objectives are understood, adopted and reflected well in the work of the school, the behaviour of the school community and the positive relationships between all stakeholders. There is a strong commitment to continuous improvement across a broad spectrum of issues that is reflected in the policies and guidelines. This is an outstanding feature.
184. Another outstanding feature is the commitment made to the school by all members of the school staff, curriculum co-ordinators, the senior management team and the governors. They all work closely together with a positive sense of purpose. The school's clear values and the respect shown towards individuals and their needs have a very positive impact on the standards achieved. This also is an outstanding feature. The school provides equal opportunities for all and this is well reflected in its daily work. Daily procedures run smoothly.
185. The school takes very good account of national priorities and of local partnerships and consortia agreements, for example the Foundation Phase and Planning, Preparation and Assessment Time. The school has been successfully re-assessed for the Investors in People award and has gained many other accredited awards, which have added to the development of the leadership skills of the senior managers. This is a strength of the school.
186. Core subject target setting and tracking processes are well established in the management structure of the school. A detailed analysis is made of pupils' assessment results, including baseline assessment, teacher assessment,

National Curriculum assessment results and many standardised tests. The school makes good use of this analysis to set individual targets. However, over the past few years these have, on occasions, lacked challenge as a result of cautious assessment at key stage 2. The 2006 results suggest that assessment procedures have been reviewed and the issue partly addressed.

187. A strong performance management system has a positive impact on the school and contributes well to the process of identifying staff needs. The performance management system process requires staff to review, evaluate and set objectives in their subject areas and professional requirements. This in turn has a positive impact on teaching and learning and consequently, pupils' achievements. The senior management team purposefully leads a self-critical culture that focuses attention on pupils' standards of achievement and teachers' professional development. This is an outstanding feature.
188. The staff appraisal system effectively promotes teachers' continuous professional development. Staff development has been targeted and in-service training has been very closely matched to the management needs of the school, particularly in regard to the senior management. The level of support given to staff to develop their management potential and its impact on teaching and learning is a further strength of the school.
189. The governing body is fully supportive of the head teacher, staff pupils and the aims and objectives of the school. The governors form a dedicated management team who meet regularly and are supplied with very detailed reports about the life and work of the school by the head teacher.
190. Governors are very knowledgeable about many aspects of the school life, fully understand their roles and responsibilities and are developing their strategic planning skills. Appropriate and effective sub committees are established to review subject areas and resources and key governors monitor provision, for example, in the areas of finance, SEN and inclusion. The governing body is not sufficiently vigilant in updating required statutory documentation, such as omissions from the School Prospectus and the Governors' Annual Report to Parents and its failure to provide a statutory policy on the Freedom of Information scheme within the school.

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

Grade 1: Good with outstanding features

191. The findings of the inspection team do not match the judgement of grade 2 made by the school in its self-evaluation report as there are some outstanding features in the school evaluation process.
192. The school self-evaluation process is thorough, reflecting a culture of self-criticism and involves all leaders and managers. The culture of rigorous self-evaluation is firmly embedded in the school and this is an outstanding feature.

193. The head teacher, governors and staff are fully committed to monitoring and improving standards and the views of all interested parties including pupils and parents are actively sought by the school to inform the process. However, a small minority of stakeholders are unclear as to the purpose of the process. Parents' views are sought through questionnaires and they consider they are well informed about school issues.
194. The governing body oversees and is knowledgeable about the work of the school through well-informed reports and meetings. A particular strength is the way the head teacher, the senior management team and subject leaders work well together to understand and play a full part in implementing strategies to improve standards and the learning opportunities for the pupils.
195. The governing body and head teacher provide very good resources to ensure priorities from the School Strategic Plan are met. There is a very good overview of financial resources and monies are used very effectively to improve learning opportunities for pupils such as the outside learning areas for the early years and key stage 1. This is an outstanding feature of the school.
196. Overall the school's effective self-evaluation report draws on first hand evidence and evaluates in detail the school's strengths and the areas that need improving. The report is of a very good quality and reflects many of the judgements made by the inspection team. It informs a comprehensive School Strategic Plan, which identifies focussed priorities with appropriate time-related and measurable criteria that drive school improvement effectively over the school year. There is a clear link between the School Strategic Plan and the self-evaluation report. Areas identified in the self-evaluation report to develop and actions required become action plans in the School Strategic Plan. This is an outstanding feature.
197. The monitoring role of the head teacher and the senior management team is very well developed. Monitoring procedures are very effective in identifying areas for improvement. The head teacher regularly monitors teachers' planning and the quality of teaching and learning. Curriculum co-ordinators constantly monitor standards in the core subjects and provision is good. Monitoring of foundation subjects is less well developed. Not all of the many initiatives are evaluated for impact on teaching and learning. The role of the curriculum co-ordinator is developing very well in the core subjects.
198. The school has made very good progress since the last inspection, particularly in addressing shortcomings in the standards identified in the subject reports, for example in information technology. Standards are now good.
199. The inspection team did not agree with the school in its self-evaluation report in five out of the 7 key questions. But the school and the inspection team identified many similar strengths and weaknesses within the individual key questions.

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

Grade 1: Good with outstanding features

200. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report of a grade 2 as certain areas are resourced to an outstanding degree
201. The school has an appropriate number of teaching, support and administrative staff to enable the curriculum to be taught effectively to all pupils. Teachers and support staff are well qualified and suitably experienced; they work well together as a dedicated team. There is a good balance of mature and recently qualified staff in the school. Support staff make a valuable contribution to the achievement of pupils. Teachers have many responsibilities that they undertake with outstanding professional commitment.
202. Staff are effectively deployed to make very good use of their strengths and experiences in a range of subjects across the curriculum, during the school day and through out of school activities. They readily share good practice. In particular, the senior management team, ably guide all staff and their impact on teaching and learning is considerable. This is a strength of the school.
203. Teaching and non-teaching staff regularly attend training courses to improve their skills; these are linked to continual professional development needs and priorities in the School Strategic Plan; ensuring that staff are a continuing, valuable resource. Appropriate performance management procedures and policies are in place and the school is actively implementing a programme for remodelling the workforce.
204. Lunchtime supervisory, canteen and cleaning staff provide a valuable contribution to the efficient running of the school. The caretaker and cleaning staff work hard to maintain the school buildings and the grounds and the school administrators carry out daily routines and a range of other responsibilities efficiently and effectively.
205. The quality and quantity of learning resources is good with outstanding features and supports the effective delivery of the curriculum. They link with priorities in the School Strategic Plan and are reviewed regularly. The governing body meets regularly, with the LEA Finance Officer, to plan and monitor spending decisions. The School Strategic Plan is effective in planning for raising standards and it recognises the importance of providing enough resources to ensure that curriculum initiatives are adequately funded. The range of resources is appropriate to pupils' age

and needs. Subject leaders effectively monitor resources for their curriculum areas and ensure that they are well used, updated regularly and accessible to all.

206. The staff work hard to create a positive learning environment for pupils. Displays of pupils' work celebrate their achievement and further enhance the appearance of the interior of the building.
207. The school building is open plan in design and is suitable for the number of pupils on roll. It includes two multi-purpose halls, a multi-sensory room and an information technology suite. There is a large playground, a field and garden areas. Marked playground games and friendship benches create a very pleasant outdoor environment. The sensory gardens in the internal courtyards provide serene areas for contemplation and quiet reflection. Children in the Early Years and key stage 1 classes have access to an attractive outdoor learning area where pupils are able to use their immediate outdoor environment to enhance the development of their learning skills. This aspect is an outstanding provision.
208. The school has established a manageable system to enable all staff to be released for the statutory Planning, Preparation Assessment Time. Overall this has a positive effect on standards.
209. The school gives very good value for money.

Standards achieved in subjects and areas of learning

English

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

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

Good features

210. Pupils in both key stages say they enjoy their English lessons because teachers make them fun and their activities are interesting. Pupils also have a good understanding of where they need to improve their work. Their skills develop well as a result and work is productive.
211. Pupils have good listening skills. In key stage 1, they are keen listeners, listening attentively to their teachers and to each other. They listen to instructions carefully.
212. In key stage 1, pupils speak clearly with a suitable vocabulary choice. They are eager learners and enthusiastically participate in discussion of their stories and texts. They want to answer questions. They adapt their speech to different circumstances. For example, when they enjoy speaking character parts from their books in front of an audience, they do so confidently. They respond thoughtfully to questions and understand that language can be used for a range of purposes.
213. Reading skills are developing well across the school, building on the very good practice developing in the early years supported by reading partnerships with parents and with volunteers in key stage 1. Pupils are encouraged to read for pleasure as well as to find out information. Reading at home is well established and all pupils questioned say they read regularly at home with a parent, which also enhances their learning.
214. Pupils in key stage 1 are enthusiastic readers. They talk about occasions when they have used books to seek out information, for example, exercising and keeping healthy. They are eager to talk about characters and events in their books and most competently predict what might happen next in their stories. Phonic development is good and many pupils use these skills to attack new and unfamiliar words. By year 2, most pupils read simple texts accurately and independently and with some expression and fluency.
215. Pupils throughout key stage 1 make good progress with writing development and produce a good volume of work. Their writing is generally well organised, very neat and legible, with well-formed letters. Views and ideas are communicated well to the reader. Spelling skills are developing well.
216. Most pupils in key stage 2 are good listeners and build on the skills acquired in key stage 1.

217. Younger pupils in key stage 2 build on previously acquired speaking skills when they make decisions about what questions they want to ask a visitor. Older pupils express their views in a thoughtful, reflective manner, with an interesting vocabulary choice. They use dictionaries and a Thesaurus to enhance their vocabulary choice when preparing short talks for the rest of the class, enabling them to confidently use more complex phrases.
218. Pupils in key stage 2 use their reading skills to good effect when they use books and the Internet regularly to research and find out information to support work in a range of subjects, such as history and geography. Many are confident, competent and expressive readers.
219. In key stage 2 pupils write for a wide variety of purposes including letters, poetry, recounts of events and experiences, character portraits and play-scripts. When older pupils work effectively to develop a character portrait in writing, they use powerful adjectives to create a vivid picture. They write poems enthusiastically, talking about the imagery and features such as alliteration that they have used to make their poems more imaginative and interesting. They use computer programs successfully to enhance their writing skills.

Shortcomings

220. A small minority of pupils across the school read with insufficient fluency and expression.
221. Few pupils use joined writing regularly in recorded work across the school, despite having the handwriting skills to do so.

Mathematics

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

Good features

222. Pupils in both key stages develop good skills in mental mathematics and use a good mathematical vocabulary.
223. Most year 1 pupils count competently forwards and backwards in twos to twenty. The less able year 2 pupils add or subtract any pair of two-digit numbers using a 100 square. More able pupils complete number trios with all two-digit numbers to 100. They quickly calculate nine more or less than any two-digit number.
224. Year 2 pupils recognise the hour, half hour and quarter to and past the hour. They estimate, measure and compare lengths and masses accurately using standard units and suggest suitable units and equipment for such measurements. They draw and explain a simple block graph and confidently

use a whole class Venn diagram and interrogate data. They readily use the mathematical names for two and three-dimensional shapes, sort them correctly and describe some of their features.

225. Less able year 3 pupils recognise and use coins to 50p and clearly understand their value. Most can give the correct change from 50p when buying two items from the shop. More able pupils use money notation with confidence. They count, read, write and order numbers to at least 100 and clearly know what each digit represents.
226. More able year 4 pupils competently add or subtract two two-digit numbers in their head. They confidently order a set of four digit numbers.
227. Year 4 pupils know the properties of two and three-dimensional shapes. They ably solve a given problem by organising and interpreting numerical data in simple lists, tables and graphs. Pupils clearly know and use units of time and describe the relationship between familiar units of length, mass and capacity with confidence.
228. Most pupils in years 3 and 4 demonstrate an increasing ability to choose and use the correct method of solving real life problems.
229. Year 5 pupils choose and use appropriate number operations and ways of calculating to solve problems successfully. For example, they use a written method to add or subtract four digit numbers and they successfully double two digit numbers mentally. They readily recognise simple fractions that are several parts of a whole and recognise the equivalence of simple fractions. They confidently classify polygons using the appropriate vocabulary and understand rotational symmetry.
230. Less able year 6 pupils solve money problems using the correct notation to add two items. A significant number calculate the right change. More able year 6 pupils successfully identify and use the appropriate operations to solve word problems whilst planning a trip to Cardiff Bay. They carefully explain their methods and reasoning.
231. Year 6 pupils competently relate fractions to division and to their decimal representations. They understand area and perimeter and use the appropriate formula when calculating. Pupils competently use a protractor to measure and draw acute and obtuse angles to the nearest degree. They estimate sensibly and extend their mathematical vocabulary.

Shortcomings

232. There are no important shortcomings.

Information technology

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

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

Good features

233. Year 1 pupils make good progress in developing their information technology skills as they competently use the mouse to select/deselect tools and icons in programs. They use simple art and modelling packages to drag pictures to an appropriate position. With increasing independence, pupils use data-handling packages to produce pictograms and block graphs to accurately display information they have collected in other curriculum areas for example eye colour charts.
234. Year 2 pupils choose from a range of graphics packages with increasing confidence and use a prepared database on hair colour to answer simple questions. They navigate an appropriate website to find, process and exchange information about a chosen topic. Pupils use a music package imaginatively to create and enhance their presentation.
235. Year 3 pupils enhance their knowledge and skills in information technology as they apply them to amend more complex musical phrases and create a tune. They are beginning to develop critical judgement skills about the value of Information Technology (IT) in their work.
236. In year 3, pupils improve the quality of their science work as they use the Internet competently to find new wildlife sites which they had previously saved under their 'favourites'. Pupils use a desktop publishing package appropriately to produce a poster incorporating a border, text and graphics in their work in English and correct their work and print independently. They use a prepared data base to enter information about themselves. Pupils are beginning to understand the importance of accurately typing in information and instructing the machine correctly. They clearly understand that messages can be sent over distances and read and respond to e-mail confidently.
237. Year 4 pupils independently improve the quality of their geography work as they produce a written storyboard of their geography trip to Saint Hilary. They successfully transfer their written text to the multimedia template inserting the story plan on to the slides and enthusiastically insert animations and sounds to enhance their story.
238. In year 4, pupils rapidly improve their skills in using a word processor in more challenging situations as they confidently search a branching database for specific objects. They use a simple spreadsheet to input pulse rate data and use the formula button to calculate the range. They competently save, review, amend and print their work.
239. Year 5 pupils readily use a dedicated mathematics site to identify the properties of three-dimensional shapes. They use the Internet effectively to

research and gather information, for example, in their work in geography and physical education.

240. Year 6 pupils successfully enter data into a spreadsheet to achieve specific outcomes. They create a line graph to show comparative data for the popularity of four restaurants whilst confidently extending their IT vocabulary. More able pupils competently use a spreadsheet to enter data from bar charts to create a frequency table and carefully consider a suitable graph to compare the data. Pupils refine the presentation by exploring the effects and use a word processing package to accurately present their findings.
241. In year 6 pupils increase their skills in using music software by composing and layering sounds, critically assessing the effect and amend as required. They effectively use a digital camera to record their work.

Shortcomings

242. In key stage 2, pupils' skills in using 'Logo' to enter a series of commands to control a screen turtle are limited.

Design technology

Key Stage 1: Grade 2: Good and no important shortcomings

Key Stage 2: Grade 2: Good and no important shortcomings

Good features

243. In both key stages, pupils select and use a range of tools, materials and techniques to design and carry out their projects successfully. Pupils use equipment safely and they are also acutely aware of the importance of cleanliness when handling food.
244. The majority of pupils develop effective independent working skills and also a good grasp of the processes of designing, making, proving, evaluating and improving.
245. At key stage 1, pupils display good sewing and cutting skills when creating a felt puppet. Older pupils in key stage 1 discuss precisely the main components when making a model car and represent this in their drawings. They develop their understanding of the use of simple mechanisms. They confidently talk about the function of different parts of a car such as axles and wheels and relate this to their product, clearly understanding the need to measure accurately.
246. Pupils at key stage 2 display a good understanding of the building process when creating a Tudor Village House. In previous work, photographic and written evidence indicate pupils also design and make a pizza, bread and a sandwich as part of their work on food technology. Lower key stage 2 pupils also enthusiastically design and make photo frames and pencil cases from a

variety of materials using resources with precision. They measure, mark out accurately and cut them to size using appropriate tools.

247. Pupils at key stage 2 confidently design and make a moving toy using a cam mechanism. They generate some original ideas and discuss and evaluate their toys with enthusiasm. They understand that measurements have to be precise. The final product is of good quality. Work on electrical circuits undertaken by pupils in science enables them to build successfully on their knowledge to produce a fridge magnet.
248. Older pupils in key stage 2 skilfully make a scary mini-beast monster using pneumatics. Pupils investigate how air pressure can be used to produce and control movement. They competently apply their understanding of familiar objects that use air to make them work, using balloons attached to a pump or empty washing up liquid bottles, to lift objects. They also readily apply their scientific understanding of forces to explain how one syringe can push another joined to it by a tube.
249. By the end of key stage 2, pupils are very aware that consumers have different views and preferences about a range of products. They examine examples of slippers and 'flip-flops' in minute detail, note how they are held together and consider the sort of designs that different people might like. They successfully investigate materials that would be suitable for different parts of a slipper and thoughtfully take into account the design factors such as comfort and style.

Shortcomings

250. In key stage 2, pupils' skills in using and controlling moving systems regulated by a computer are underdeveloped.

Geography

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

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

Good features

251. Pupils at key stage 1 develop a good awareness of the school and immediate vicinity through first-hand observation. They clearly discuss some of the features of their local area, the location of their homes and different ways of travelling. Pupils' mapping skills are developing well and they make accurate plans of their classroom and compare and contrast activities with Nia's classroom, with enthusiasm.
252. At key stage 1, pupils talk knowledgeably about the main features of the daily weather. They readily identify seasons, understand seasonal changes and record their findings appropriately in the form of a tally chart and bar graph.

253. Key stage 1 pupils have a growing awareness of places further a field. Pupils extend their abilities by skilfully comparing and contrasting their locality with one in Botswana. They use appropriate geographical terms and study photographs well to identify the differences and similarities between Kabo's compound and St. Mellons. At this level, pupils have a good understanding of maps and their uses and are able to clearly identify basic features and symbols.
254. In their study of a local area younger pupils at key stage 2 carefully conduct an 'Environmental Audit' of identifying how people affect the environment and readily recognise ways in which it can be better managed. They have a good understanding of the nature and character of the area and environmental issues ranging from litter, noise, pollution and how things could be improved.
255. In their study of a contrasting area of Saint Hilary, year 4 pupils successfully identify physical and human features, ably noting the similarities and differences with their own locality. Their mapping skills are good and they use co-ordinates confidently and accurately to locate places on a map. They competently understand the notion of scale on maps and calculate map-to-ground distance. Pupils make good use of aerial photographs showing the important features of a village.
256. Year 5 pupils confidently consider the features of an economically developing country in a study of an area in India. Pupils show good knowledge and geographical skills in comparing and contrasting the houses, the way of life, food, climate, customs and amenities in the town of Kesharpur, with their own. Pupils show a developing understanding of global issues in the Fair Trade debate and how initiatives help the poorer countries.
257. Through their study of change and development in Cardiff Bay, year 6 pupils show a good understanding of how the area has changed and the processes contributing to its development. They confidently recognise that people have differing views about such changes and why people's opinions differ. Pupils show good skills in being able to debate such issues, bringing ideas together and considering a range of viewpoints in a mature way. Pupils have a good awareness of environmental issues and of the relationship between people and the environment in the study of environmental change.
258. Across key stage 2 pupils' knowledge of maps and mapping skills are good. They study aerial photographs and maps, measure distances and identify features using grid references with confidence. They apply their skills and techniques through geographical enquiry and fieldwork in an accurate manner.

Shortcomings

259. There are no important shortcomings.

Physical Education

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

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

260. In both key stages, pupils warm up and cool down appropriately. They accurately name the parts of the body required for a specific task. They respond quickly and effectively to instructions and work well as individuals and in groups. They appreciate good practice in others in all areas of physical education. They dress appropriately for all lessons
261. Across the school, pupils are beginning to be aware of the effect exercise has on their bodies and the way it leads to the quickening of the heartbeat. They clearly understand the importance of exercise on a healthy lifestyle.
262. Pupils in key stage 1 know how to control their bodies effectively in a range of activities. During their gymnastic lessons, they move confidently in different ways and on different levels when rolling, jumping and landing.
263. In key stage 1, they have an extended knowledge of the major types of jumps and clearly understand the importance of landing correctly. The majority of pupils show good hand-eye co-ordination when throwing and catching and use the correct posture when carrying out their tasks.
264. Pupils in year 2 handle large apparatus with confidence and are extremely aware of health and safety issues. They are developing a good understanding of space and how to use it effectively in their games lessons.
265. Most pupils in years 3 and 4 display increasing control in gymnastic activities, with many achieving good standards by building on the good practice acquired in key stage 1. They readily put together a sequence of activities and imaginatively include a variety of ways of transferring weight whilst balancing, rolling and turning.
266. Pupils in years 3 and 4 display a good range of skills in their games lessons, are familiar with the structure of team games and most readily observe the conventions of good sporting behaviour.
267. In years 5 and 6, pupils work effectively together when throwing and catching a ball and when working on the techniques involved in throwing the javelin. During this activity, they are acutely aware of the muscles involved, safety precautions required and the need to build on previously acquired skills to perfect the final technique. Pupils readily and sensitively evaluate their own performance and that of their peers. They maintain a good level of activity when working on their own and with others
268. The wealth of extra curricular activities has a very good impact on standards. There is a wide range of supplementary activities for pupils in key stage one and two taking place through external providers. Many pupils participate successfully in a wide range of extra-curricular sports both in school and in

regional competitions. These include successes in rugby, football, netball and cricket. Older pupils visit Atlantic college where they confidently develop a range of outdoor and adventure skills, to augment the curriculum

Shortcomings

269. There are no important shortcomings.

School's response to the inspection

The governing body, head teacher, staff, pupils and parents of Oakfield Primary School wish to thank the team for the professional manner in which the inspection process was conducted. Individual inspectors were courteous and considerate in their relationships with members of the school community whilst ensuring that they gathered evidence in a rigorous manner.

We are delighted that many of the aspects of the work of the school have been acknowledged as good with outstanding features. The dedication, commitment and enthusiasm of both staff and governors have been duly recognised. We are particularly pleased that the close working relationship of the whole school community has been highlighted.

Whilst celebrating a very positive report, we recognise that there is always the opportunity for further improvement. The governing body and head teacher accept that to improve the school and further raise standards the two recommendations incorporated into the report will be addressed.

- R1 To continue to develop assessment procedures so that;
- teacher assessment accurately identifies the ability of pupils particularly at the end of Key Stage 2
 - assessment of foundation subjects is more rigorous and reflects current good practice in core subjects
 - the use of available data is extended to ensure better provision for identified groups to help them achieve higher standards.

R2 To ensure the governing body meets its statutory requirements.

As noted by the inspection team certain aspects have already been identified in the current School Strategic Plan and other documentation.

We once again thank the inspection team for an extremely detailed, well presented report and appreciate the effort they have made towards reflecting life at Oakfield Primary School.

Appendix 1

Basic information about the school

Name of school	Oakfield Primary School
School type	Nursery and Primary
Age-range of pupils	3-11years
Address of school	Ferntree Drive, St Mellons Cardiff
Postcode	CF3 0AA
Telephone number	02920799396

Head teacher	Mr David Pedwell
Date of appointment	January 1990
Chair of governors/ Appropriate authority	Mr John Lea The Governing Body of Oakfield Primary School
Registered inspector	Mrs Jean Laura Hannam
Dates of inspection	19-21 June 2006

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	40	41	42	50	58	46	44	36	357

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	8	20.8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.9:1
Pupil: adult (fte) ratio in nursery classes	11.4:1
Pupil: adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	22.6
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Summer 05	80%	87%	91%
Autumn 05	78%	88%	90%
Spring 06	80%	84%	92%

Percentage of pupils entitled to free school meals	47%
Number of pupils excluded during 12 months prior to inspection	18

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:		50		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher Assessment	School	0	0	14	61	25
		National	0	4	12	64	20
En: reading	Teacher Assessment	School	0	0	18	55	27
		National	0	4	14	56	26
En: writing	Teacher Assessment	School	0	5	10	67	22
		National	0	2	14	69	11
En: speaking and listening	Teacher Assessment	School	0	0	22	53	25
		National	0	2	11	64	23
Mathematics	Teacher Assessment	School	0	0	5	73	22
		National	0	0	14	63	24
Science	Teacher Assessment	School	0	2	10	63	24
		National	0	2	9	65	24

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	82.35	In Wales	80.9

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

National Curriculum Assessment Results
End of Key Stage 2:

National Curriculum Assessment KS2 Results 2006			Number of pupils in Y6		36						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School		0	0	0	0	3	14	58	25
		National		1	0	0	1	4	15	47	32
Welsh	Teacher assessment	School		0	0	0	0	0	0	0	0
		National		0	1	0	1	4	17	50	26
Mathematics	Teacher assessment	School		0	0	0	3	6	14	69	8
		National		1	0	0	1	3	15	47	32
Science	Teacher assessment	School		0	0	0	0	6	17	56	22
		National		1	0	0	0	2	11	51	35

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	75%	In the school	74.3%

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

Appendix 4

Evidence base of the inspection

1. Six inspectors spent a total of 14 Inspector - days in the school and met as a team before the inspection.
2. The head teacher was the nominee and played a supporting role throughout the inspection.
3. These inspectors visited:
 - 45 lessons or part lessons;
 - All classes and withdrawal groups;
 - Acts of collective worship;
 - A range of extra-curricular activities.
4. Members of the inspection team had meetings with:
 - Staff, governors and parents before and after the inspection;
 - Senior managers, teachers, support and administrative staff and groups of pupils during the inspection.
5. The team also considered:
 - The school's self evaluation report;
 - 63 responses to parents' questionnaires;
 - Comprehensive documentation provided by the school before and during inspection;
 - A wide range of pupils' past and current work, over all year groups.
6. The inspection team also:
 - Listened to a sample of pupils reading;
 - Held discussions with pupils about their work;
 - Observed pupils behaviour at break times, lunchtime and each end of the school day.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Jean Laura Hannam Registered Inspector	Context. Summary. Recommendations. Key Question 1 and 4. Supporting Key Question 5 and SEN. Early Years. Appendices.
Denise Shields Lay Inspector	Supporting Key Question 1 3 and 4.
Mervyn Lewis Team Inspector	Key Question 5 and 6. Design Technology and Geography.
Helen Smith Team Inspector	Key Question 3. Supporting Key Question 1 and 6. Mathematics and IT.
Kay Andrews Team Inspector	Key Question 2. Supporting Key Question 4. English and SEN.
Andrew Manley Team Inspector	Key Question 7. Supporting Key Question 1. PE.
Mr David Pedwell Nominee	

The contractor was:

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Acknowledgement

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