

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

**Pentrebane Primary School
Beechley Drive
Fairwater
Cardiff
CF5 3SG**

School Number: 681/1075

Date of Inspection: 31st January to 2nd February 2005

by

**Dr. Eric Peagam
W/200/14943**

Date: 29 March 2005

Under Estyn contract number: T/162/04P

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The Pentrebane Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Pentrebane Primary School took place between 31st January and 2nd February 2005. An independent team of inspectors, led by Dr. Eric Peagam 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain 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. Pentrebane Primary School, located on the outskirts of Cardiff, provides education for 212 boys and girls aged from 3 – 11, of whom 32 attend the nursery on a part-time basis. The school serves the Fairwater area, but a minority of pupils, who have statements of special educational need (SEN) come from further afield to benefit from a local education authority (LEA) resourced unit. The pupils cover the full range of ability on intake, but overall attainment is in the low average area with pupils coming from economically disadvantaged backgrounds; the area is mainly social priority housing or municipal accommodation.
2. Over forty per cent of pupils are entitled to free school meals; this is much higher than either the LEA's average or that for Wales as a whole. Around twenty-two per cent of pupils have special educational needs (SEN), including nine pupils with statements of SEN. Almost all the pupils' home language is English.
3. The school was last inspected in June 1999 when weaknesses were found in standards, assessment, curriculum structure and monitoring. The actual Key Issues were:
 - Raise standards in design and technology and information technology in both key stages, in geography in KS2 and physical education in KS1;
 - Improve the monitoring and evaluation of standards of achievement and quality of teaching;
 - Improve curricular provision through:
 - Ensuring there is a whole school approach to planning, teaching and learning;
 - Introducing schemes of work for all subjects;
 - Planning for the key skills;
 - Improve the quality of assessment including its use to provide work which is well matched to the needs of all pupils;
 - Provide consistency in marking throughout the school.
 - Improve the analysis and use of assessment data to inform curricular provision and setting of whole-school targets;

The school's priorities and targets

4. The school has recently adopted a new mission statement: 'aiming to provide the very best- the best education, the best environment, the best platform for the future'.
5. Current targets in the school development plan (SDP) include:
 - Ensuring that key skills are taught and assessed across the curriculum;

- Improving keyboard skills in information technology and ensuring more effective use of information and communications technology(ICT);
- Raising standards through focussed improvements in literacy, mathematics, art, music, history and geography;
- Improving the focus of targets for pupils with SEN together with improved training to develop the skills of support staff.
- Further improvements to the environment
- Raising pupil self-esteem, with particular emphasis on the development of circle time.

Summary

6. Pentrebane Primary school is a highly effective school with many strengths, including outstanding features and no important shortcomings. The school has made good improvement since the previous inspection; some previous areas of weakness are now significant strengths and all identified shortcomings have been addressed. The school achieves high standards as a result of very good teaching supported by a very effective curriculum and strong leadership. As a result, it makes very efficient use of its resources and gives very good value for money. The inspection team agreed with most of the school's judgements about areas of its work, including the standards achieved. Where judgements differed, this was usually as a result of the school giving insufficient weight to strengths and being over-critical in identifying shortcomings.

Table of grades awarded

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

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

Standards

7. Standards of achievement are good in most subjects and good overall. In some subjects, they are very good and in all subjects any shortcomings

are outweighed by good features. Pupils' standards of achievement in lessons comfortably exceed overall the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.

8. The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	25%	59%	16%	0%	0%

Subjects and Areas of Learning

9. The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. The standards achieved in each area are as follows:

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

10. In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good in most subjects and good overall. Individual subject grades are as follows:

Subject	Key stage 1	Key stage 2
English	1	1
Design and technology	3	3
Information technology	2	2
Geography	2	2
Physical education	2	3

11. An outstanding feature of the school is the extent to which pupils succeed, regardless of their background. Arriving at the school with attainments that are, overall, low average, pupils make good and very good progress to achieve levels above those for Cardiff and Wales by the end of Key stage 2 and, when compared with schools in similar circumstances, their attainment is well above average. This shows a steadily improving trend since the previous inspection.

12. Pupils make particularly good progress in English, achieving very good standards. They achieve good standards in most other subjects. However, in design and technology, organisational shortcomings limit the progress they make, and in physical education, older Key stage 2 pupils have not built on the standards seen further down the school to the same extent that they have in other subjects.
13. Pupils are enthusiastic learners and develop good skills, including the key skills of literacy, numeracy and communication. However, bilingual skills are not well developed. Behaviour is very good and pupils make good progress in personal development overall, although less so in terms of spiritual development. Attendance has improved, but is still at a low level. Punctuality is a problem for some pupils. The school is aware of this, but does not have strategies or targets to monitor and improve the situation.

The quality of education and training

14. The quality of teaching is very high overall, reflecting commitment to agreed approaches that ensure that the needs of all pupils are planned for in stimulating and varied lessons. Teachers have good subject knowledge and with good use made of specialist skills in some subjects. Lessons have clear objectives based on high expectations and excellent classroom relationships

Percentage of lessons awarded each grade

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	60%	9%	0%	0%

15. The percentage of good and very good lessons is well above the Welsh average and represents an improvement since the last inspection.
16. Teaching has shortcomings in a small minority of lessons, mostly in design and technology, where organisational support is insufficiently established. This is an area which is still improving and the school makes effective use of external expertise to develop pupils' skills in specified aspects of the subject.
17. Arrangements for the assessment, recording and reporting of pupils' progress are very good. An efficient, effective and manageable system, which is clearly linked to improving standards, is in place. This is now a significant strength of the school. The school analyses the results of standardised tests and makes very good use of the data received from them to promote higher standards.
18. The school provides a high quality curriculum that meets requirements and serves its pupils well. It is broad and balanced and effectively develops basic and key skills, although it is less successful in promoting bilingual skills. There is a good range of extra-curricular activities and pupils' moral, social and cultural development, including their awareness

of Y Cwricwlwm Cymreig, are well promoted. The school is particularly effective in addressing social disadvantage through the curriculum and ensuring equality of access. It takes account of national priorities in theoretical planning, but does not provide sufficient practical support for understanding about global citizenship and sustainable development, about healthy schools or developing economic understanding and awareness of the world of work.

Leadership and management

19. Leadership and management are good overall with no significant shortcomings.
20. Clear aims and values, embodied in the school's vision are embraced and pursued by all staff. Strategic planning is secure and all leadership roles are carried out well.
21. Account is taken of national priorities in general, but there is a lack of practical activity on issues such as bilingualism, sustainability and healthy schools. Good use is made of targets to set and measure objectives, but there is no target for improved attendance. The management has ensured that planning for the resourced unit has been coherently integrated into whole-school planning to the mutual benefit of both sets of pupils. Effective monitoring systems are in place so that the governors are well able to keep the school under review. All legal obligations are met, apart from the omission of minor details from documents for parents.
22. The school has very effective systems for keeping its work under review and for implementing changes to bring about improvement. As a result, there has been good improvement since the previous inspection and this improvement continues. Review of development objectives is rigorous and, as a result, the school can clearly demonstrate the improvements that have been achieved, most particularly the significant improvement in value added by the end of Key stage 2.
23. The SDP, which results from self-review, sets clear priorities, is concise and focussed on an appropriate number of objectives, with planning, responsibilities, time scale and resources identified.
24. The school is well staffed and resourced and effective use is made of all resources, including audits of use. The professional development of staff is well promoted, but some required training on child protection procedures is out of date. The school benefits from a very spacious building with good grounds and these also are used well. In light of the high quality of teaching and the progress that pupils make, the school gives very good value for money.

Recommendations

26. In order to build on the school's achievements and to improve provision further, the headteacher, staff and governors should
- i. Address shortcomings in standards in design and technology and physical education and any additional shortcomings identified in the report.
 - ii. Improve practical provision to support national priorities by:
 - providing opportunities for pupils to learn about sustainable development and global citizenship at first hand;
 - ensuring that the school actively and consistently promotes pupils' awareness of health issues, including promoting healthy eating habits;
 - improving the links with industry and commerce to extend pupils knowledge of the world of work and promote their economic understanding;
 - increasing the focus on use of incidental Welsh, to enhance pupils' bilingual skills.
 - iii. Improve attendance and punctuality, in particular by ensuring that these are effectively monitored and actively promoted, including setting a target for improvement.
 - iv. Ensure that training in child protection is kept up to date for all staff.

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

26. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
27. Standards of achievement are good in most subjects and good overall. Pupils' standards of achievement in lessons comfortably exceeds the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.
28. The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	25%	59%	16%	0%	0%

29. Achievement and progress for children under five is an outstanding feature of the school. The overall provision for this age-group is very good and, as a result, children have a very strong foundation from which to develop knowledge, understanding and skills across all areas of learning. Children make very good progress towards each aspect of the Desirable Outcomes for Children's Learning. Standards achieved in personal development and key learning and social skills are very good.
30. In Key stage 1 and Key stage 2, pupils achieve well overall and are well prepared for the next stage of their education. In the subjects inspected, the standards of achievement are good in most of the subjects and good overall. Individual subject grades are as follows:

Subjects	Key stage 1	Key stage 2
English	1	1
Design technology	3	3
Information technology	2	2
Geography	2	2
Physical education	2	3

31. The very good standards in English reflect the progress that pupils with a limited range of language skills make to achieve at levels well above those attained by pupils from similar environments.
32. Shortcomings in design and technology relate to the limited range of experiences pupils have had and the limited recording of design work. In physical education, older Key stage 2 pupils do not show the expected development of skills, mobility and techniques.
33. In 2004, the proportion of pupils attaining or exceeding the national benchmark, NC level 2, in end of Key stage 1 teacher assessments in the core subjects of English, mathematics and science were in line with national averages. When compared with similar schools across Wales, which gives a fairer measure of achievement, results were above average in English, well above average in mathematics and very high in science. Taking all core subjects together places the school just outside the highest achieving 25 per cent. This reflects a steadily improving trend since the previous inspection
34. In Key stage 2, in 2004, pupils' attainments, in terms of the proportion attaining at or above the national benchmark, NC level 4, in English, mathematics and science were well above local and national averages. The school had a higher than average proportion of pupils attaining level 5 in science, but a slightly below average proportion in English and mathematics. Results were also well into the highest achieving quarter of similar schools across Wales in all three subjects. Again, there has been a steadily improving trend since the previous inspection, with results improving at a faster rate than those for Wales as a whole.
35. The school sets targets based on predictions for individual pupils. In 2004, about 90 per cent of pupils achieved their predicted levels, with about 30 per cent achieving higher. In English, all pupils achieved or exceeded the predicted level.
36. There are no significant differences in the achievement of girls and boys. Where differences do exist, these generally reflect the national pattern.
37. In the foundation subjects looked at in this inspection, pupils are making good progress in information technology, geography and physical education in Key stage 1. In Key stage 1 and Key stage 2 they make less, although satisfactory, progress in design and technology, where a narrow range of activities limits their development of skills. In Key stage 2 they also make less progress in physical education.
38. In both Key stages, pupils' standards and progress in the key skills of speaking, listening, reading, writing, numeracy and using information and communications technology (ICT), across the curriculum, are good. Pupils reflect their very good learning in English across the curriculum and in a range of other activities; they listen carefully and speak clearly, showing skill and pleasure in extending the range of their vocabulary. They read well to access information both from texts and electronic sources. They use their writing skills in writing at length in other subjects to record their learning and communicate ideas, using a wide range of styles. They apply number skills well in work in, for example, information technology and

geography. Pupils in both Key stages use their good ICT skills confidently to support learning and display results in work in other subjects. Although pupils show a satisfactory awareness of the language and culture of Wales, their limited use of the Welsh language in informal settings limits the development of their bilingual skills

39. Pupils are well motivated and are keen to contribute to oral work within lessons. They have positive attitudes to learning, work productively and sustain concentration well, particularly where the learning captures their interest strongly. They are aware of targets set for them and take pleasure in their achievement
40. Pupils show good development in their personal and social skills. The school provides effective personal and social education that helps create a good learning ethos.
41. Pupils are well behaved; they are polite, courteous and well mannered and have a clear understanding of what is expected of them. Older pupils behave maturely and are sensitive to the needs of the younger ones. Throughout the school, pupils undertake appropriate responsibilities conscientiously. They increasingly take responsibility for their own learning as they increase their knowledge and skills and their capacity to study independently, solve problems and gather information from a variety of sources.
42. Attendance has improved significantly since the previous inspection, although it is still below the benchmark of 95%. Most pupils attend school regularly and are punctual. The average rate of attendance for the three terms prior to the inspection was 93%. However, although the school reminds parents of the need of regular, punctual attendance, a small number of pupils frequently arrive late at the start of the day and this disrupts learning. The school has limited systems to promote and further improve attendance.
43. Relationships with parents are very good and are a strength of the school with parents and families contributing to the welfare and the development of pupils.
44. Pupils demonstrate good self discipline. They understand that bullying is unacceptable behaviour and are confident any misbehaviour reported to an adult in school will be dealt with immediately.
45. All pupils, irrespective of gender or social background, work and play well together. They demonstrate good awareness of equal opportunities and of diversity in the context of their own school. They thoughtfully value and care for each other and others across the world. This is clearly demonstrated by regular charitable fund-raising events involving the pupils, for example, Children in Need and the Asian Tsunami Appeal.
46. Pupils develop a limited awareness of the world of work as opportunities to prepare for effective participation in the workplace are limited. They have a developing sense of citizenship within the school and extend this through links with local churches and other places of worship. Regular visits are made by local clergy who conduct assemblies. The pupils' awareness of aspects of the wider community is enhanced by the

activities of the school choir who are past winners of the Lord Mayor's Community Award and who regularly entertain at local hospitals, shopping arcades and a local Superstore.

The quality of education and training

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

Grade 1 Good with outstanding features

47. The inspection findings differ from the school's self-evaluation which graded this area as Grade 2: Good features and no important shortcomings.

The quality of teaching in the subjects inspected	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Percentage at each grade	31	60	9	0	0

48. The percentage of good and very good lessons is well above the Welsh average and represents an improvement since the last inspection.
49. The consistently high standard of teaching reflects a strong commitment on the part of all teachers to agreed planning and delivery approaches that ensure that the needs of all pupils are taken into account in lessons that are stimulating and varied. Resources are well chosen and teachers communicate their enthusiasm for learning to pupils who, in turn, become actively engaged in their learning. Teachers also take considerable trouble to ensure that their subject knowledge and skills are sufficient and good use is made of specialist skills in some subjects.
50. All lessons begin by identifying what is to be learned and how pupils will know that they have learned it, and end with a review of how well this has been achieved. This makes a very strong contribution to pupils' understanding of their own learning and helps them to identify ways of improving on it.
51. The high expectations that teachers have for pupils, supported by well established, fair and predictable management techniques, rooted in excellent relationships, encourage pupils to a strong sense of self-belief and promote high achievement. Oral work, especially questioning is very effectively managed and teachers show very good understanding of when to intervene to move learning on or to help a pupil who is having difficulty.
52. Teaching has shortcomings only in a minority of lessons, mostly in design and technology, where management and organisational support are insufficient to enable teachers to perform at the high standard they reach

in other subjects. This is an area which is still improving and the school makes effective use of external expertise to develop pupils' skills in specified aspects of the subject.

53. Teachers are aware of gender, race and disability issues and ensure that equality of opportunity is effectively and actively promoted. They promote pupils' awareness of their heritage well, but there is limited emphasis on developing bilingual skills.
54. The quality of teaching in support of pupils' special educational needs is very good. The SEN coordinator provides skilled specialist teaching which effectively meets the learning needs of pupils in the main school identified as having learning difficulties.
55. Very good, specialist teaching is evident in the resourced unit for pupils with ASD with very good learning support provided by the specialist teaching assistants (TAs). The teacher-in-charge effectively shares specialist skills with other teachers and TAs so that the pupils with ASD learn successfully when included in main-school lessons.
56. Arrangements for the assessment, recording and reporting of pupils' progress are very good. An efficient, effective and manageable system, which is clearly linked to improving standards, is in place.
57. The school's assessment policy provides clear, concise guidelines for a variety of procedures that are closely linked to curricular planning. Marking follows the guidelines of the policy and is consistent and accurate. Teachers regularly mark pupils' work and constructively indicate how the content can be improved.
58. Good use is made of the information gained from baseline assessments at the ages of four and of five to plan appropriate activities.
59. Pupils in Key Stage 1 and Key Stage 2 are assessed thoroughly using standard assessment procedures. There is a very good system for recording pupils' progress that is used to set targets for individual improvement as well as informing the teaching and learning.
60. Teachers demonstrate good understanding of NC levels in English, mathematics and science and regularly compare and moderate their assessments of pupils' work. English, mathematics and science subject leaders have developed collections of assessed work to help them judge standards being achieved in their subjects year on year. Leaders for the non-core foundation subjects are in the process of developing these collections.
61. Teachers' weekly plans include a section on assessment and an evaluation of the work that are effectively used to inform future planning and ensure that all pupils understand their individual targets. Pupils have target cards for English that are reviewed on a half termly basis. The majority of pupils understand the purpose of assessment, are involved in setting their own targets and are very keen to achieve these targets. Self evaluation of these targets using standard criteria is well established.
62. The school analyses the results of standardised tests and makes very good use of the data received from them to promote higher standards.

63. Meetings with parents are held each term. Teachers make continuous field notes to record any significant information about individual pupils during the year. These notes help to inform those with a legitimate interest about pupils' progress and achievements. In addition, since last year, pupils in both key stages have written their own reports and have considered their way forward in each subject. The quality of the annual written reports on pupils' progress is good for early-years children and for Key Stage 1 and Key Stage 2 pupils, and they meet statutory requirements. They provide clear judgements on pupils' achievements and give a good indication of how pupils can improve their work.

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

Grade 2: Good features and no important shortcomings

64. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
65. The school responds well to pupils' learning needs. It provides good opportunities for pupils to learn well and experience a very broad and balanced curriculum.
66. The quality of teachers' long and short term planning is good in all the subjects inspected. All teachers evaluate the success of their lessons in writing in their planning records. This is a strength of the school's curriculum.
67. The planning for and teaching of key skills across the curriculum is in the early stages of development. This has been identified in the schools' self-evaluation report.
68. Teachers make very good provision for children under five, structured around the integrated day with a carousel of activities, some of which involve the whole class and some of which are chosen by the children. In nursery and reception classes, the curriculum is interesting, motivating and challenging.
69. Pupils benefit from equal opportunities to take part in a wide range of extra-curricular activities, including various sports clubs, Welsh folk dancing and art clubs. Greater independence and cooperation are promoted for older pupils during a residential week.
70. The school promotes moral and social development well. Pupils have a sense of ownership and responsibility to the school and its environment. The school promotes moral values through its reward systems. There is a climate of positive behaviour, with teachers providing good role models.
71. Pupils' social development is enhanced by opportunities to take responsibility and to become involved in decision-making. Older pupils take appropriate responsibilities throughout the day, including the link they have with Y2 pupils. The school council initiative further promotes good

relationships; pupils undertake their duties seriously and act responsibly. Pupils work and play cooperatively together, learning to accept responsibility for their actions and with the help of their teachers, develop a clear understanding of right from wrong.

72. Acts of collective worship make a good contribution to pupils' understanding of moral issues and help them to respect truth and justice. Music is not, however, given enough prominence. Pupils are not given sufficient opportunity during acts of collective worship and in other areas of the curriculum to reflect upon issues of spiritual awareness and self knowledge.
73. Pupils show respect for each other and for people of different cultures. The school continues to work to raise pupils' cultural awareness as many have a limited understanding of the richness of their Welsh heritage and the wider world.
74. The provision for reflecting the language and culture of Wales is satisfactory overall. The school's approach to Y Cwricwlwm Cymreig ensures that pupils are given opportunities to acquire knowledge and understanding of the traditions, culture and history of Wales. They visit places of interest and celebrate St David's Day. The use of incidental Welsh in promoting bilingual skills is, however, limited in many classes.
75. The arrangements for pupils' personal and social education (PSE), including health and sex education, in Key stage 1 and Key stage 2 are satisfactory. Provision has been enhanced by class discussions known as circle times and through the work of the school council. The promotion of healthy eating is under-developed in the school. Plans to implement this aspect are being discussed by the school council, but have not yet been promoted by governors or senior management.
76. The school has a satisfactory racial equality policy and action plan.
77. The school's partnership with the community, schools and other institutions is good as is the partnership with parents. Parents are supportive of the school. They value the ready access they have to the headteacher and staff. In the pre-inspection meeting with parents and in the questionnaires returned to the inspection team, parents expressed satisfaction with all aspects of the life and work of the school.
78. A good partnership with parents is developed at an early stage. Nursery staff work diligently to provide them with information and opportunities to become involved in their children's education. In addition, parents with children between the ages of one and three are invited into the nursery classroom on one morning a week in order for the children to familiarise themselves with the environment. Parents are very pleased with the quality of education their children receive in the early years.
79. A number of parents give freely of their time, helping out in classrooms, accompanying pupils on educational visits and in fundraising for the school.
80. Good pastoral links have been developed with the secondary schools to which pupils transfer. Curriculum links are developing well, especially with

the main receiving secondary school. A range of initiatives, including bridging units of work that span Y6 and Y7, help secure continuity of education for pupils.

81. The school enjoys close partnerships with several higher education institutions and regularly provides training facilities for student teachers. Students are well supported by staff and they make a positive contribution to school life.
82. The school enjoys a good partnership with the local community. Educational visits and the expertise of members of the local community make positive contributions to pupils' learning.
83. Overall the productive links that the school enjoys with parents and the community, schools and other institutions have a positive impact on pupils' motivation, standards of achievement and personal development.
84. The school council is effective and well run, providing good opportunities to promote pupils' involvement and awareness of the community as well as aspects of good citizenship.
85. The school presents pupils with equality of access and equal opportunity while taking into consideration the deprived area in which the school is situated and the mobile nature of some families. It is the school of choice for pupils from the local Children's Residential Unit and has a very good relationship with Cantonian High School to which Y6 pupils transfer.
86. Pupils' awareness of the need for sustainable development is under-developed; the recycling of shredded paper for use as pet bedding being the only example of this activity. Global and environmental issues are discussed and the older pupils are encouraged to think about environmental issues, but practical opportunities are very limited. Pupils also have limited opportunities to develop entrepreneurial skills. Older pupils run the Tuck Shop and the school council develops good initiatives, for example. *Buddy Benches*.
87. The school promotes lifelong learning opportunities for parents and other adults in the Adult Learning sessions which are held at the IT Suite in the school and which lead to computer qualifications.

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

Grade 2: Good features and no important shortcomings

88. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
89. The quality of care, support and guidance provided for all pupils is consistently good. All pupils are well cared for and appropriate support programmes are in place to ensure any specific needs are sensitively met. The school liaises carefully with outside agencies and draws on external support services when required.

90. The school has developed effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to the views of parents and carers. Parents and carers appreciate the ready access they have to the headteacher and staff.
91. The induction programme for children entering the nursery class is very effective. This is an outstanding feature of the school. Procedures for pupils moving up to new classes and transferring to secondary school are effective and ensure that they settle quickly into their new environments.
92. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem and confidence.
93. Pupils' behaviour is monitored carefully. The school's policies and procedures to promote good behaviour are effective. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies. These arrangements work well.
94. The school does not monitor punctuality or attendance rigorously. Effective procedures are not in place to encourage good punctuality and attendance.
95. Teachers know pupils well and effectively monitor and support their social development and their personal welfare. The quality of academic support and guidance based on individual assessment and linked to high, but realistic expectations of pupils' progress is very well developed.
96. The school has a clear policy and set of procedures to promote health and safety, which are monitored and implemented carefully by the headteacher, staff and governing body. Appropriate arrangements are made for pupils who are ill or have an accident. The school has a sufficient number of adult first aiders. The school does not, however, have an overall 'health promoting school' policy.
97. The school has a clear policy and set of procedures for dealing with child protection issues and the headteacher is the designated member of staff with responsibility for this. Training for some other staff has, however, not been kept up to date. In addition, the governor with overall responsibility for child protection has not been formally ratified. Good working relationships have been established with social services and with other external welfare agencies.
98. Overall, the provision for meeting special educational needs in the school is very good. The school complies with SEN requirements and implements the recommendations of the SEN Code of Practice.
99. The school has very good procedures for the early identification of pupils with delays, deficits or difficulties in their learning through an effective screening and assessment of their attainments across the range of basic skills. Individual learning needs are identified and, according to the level of

support required, pupils are included on the SEN register and appropriate Individual Education Plans are drawn up.

100. Pupils' achievements are very well assessed as they continue through the age groups, and their progress is very well monitored. Where learning difficulties are evident, pupils are included in the provision for SEN. Those pupils who continue to have learning difficulties are suitably referred to other professionals such as the educational psychologist or speech and language therapist for further assessment of their difficulties and needs.
101. Very good support is provided for those pupils with statements of SEN who attend the special resourced provision for pupils with Autistic Spectrum Disorders (ASD). The resourced base is very well designed to meet their needs and the skilled teaching and support provided enables them to become increasingly confident and competent. They are effectively enabled to be included in main-school lessons alongside the other pupils of their own age for most of their curriculum.
102. The support provided in the school for pupils registered as having SEN at the stage of School Action is very effective. Very good use is made of well considered learning resources and through the skilled provision of individual programmes, for literacy in particular, most pupils make very good progress and many cease to need continuing support.
103. Generally, very effective provision is made for those pupils with continuing need for support at the level of School Action Plus. This includes continued individual or small group sessions with the specialist teacher and additional in-class support from TAs.
104. For the pupils with ASD, support and advice is provided to the teacher by a visiting speech and language therapist and this enables the school to help these pupils overcome their communication difficulties. Other pupils receive one-to-one therapy following referral by a health professional. However, several pupils in main-school, who are identified as needing support for meeting their speech and language difficulties, are required to attend a health clinic for therapy sessions and, because of the time lost and inconvenience caused, this is often ineffective. In most cases, failed appointments lead to the support being terminated. This inequality in provision is unsatisfactory and more effective multi-disciplinary liaison is required to resolve this situation.
105. The school's management of pupils' behaviour is an outstanding feature. As a result, the needs of pupils with emotional or behavioural difficulties are very well met.
106. The school pays particular attention to issues of equal opportunity and makes good arrangements to address stereotypes in gender roles and ethnic and racial diversity.
107. Despite there being little diversity in the school's population, good efforts are made through the curriculum to provide suitable experiences for pupils to understand and appreciate ethnic diversity. Pupils acquire very good attitudes, tolerance is encouraged and they are supportive of others.

108. Pupils` behaviour and performance are appropriately monitored. Effective policies are in place in respect, for example, of bullying, equal opportunities and race equality.
109. The school has difficulties in complying with the Disability Act because of its design. Wheelchair access is available at the rear of the school. The school is a three-storey building with staircase access to the upper floors. A Disability Access Plan has been drawn up for the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

110. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report. The school awarded itself Grade 3: good features outweigh shortcomings.
111. The school has a clear set of aims and values, setting out and pursuing its high aspirations for its own performance and the achievements of its pupils. The vision presented by the headteacher and governors is understood and embraced by all staff who work effectively together to realise it. Governors are taking effective responsibility for strategic planning as evidenced by their approach to the recent incorporation of an LEA resource base into the school. Leadership roles, including subject responsibilities are appropriately distributed and carried out well.
112. There is a clear and strong commitment to the principle of lifelong learning which is embodied in its approach to staff development. Performance management is in place and structures for monitoring and reviewing outcomes are being established. Provision for continuing professional development is good, but not all staff have up-to-date training in child protection procedures. Although the school takes theoretical account of other national priorities in overall planning, it is less successful in implementing them so that there are shortcomings in its practical approach to bilingualism, the healthy school and sustainable development.
113. The school sets and meets challenging targets, both in terms of pupil achievement and, for example, improving its own environment. Target setting is regarded by the LEA as particularly robust and is used by it as a model of good practice. The management has ensured that planning for the resourced unit has been coherently integrated into whole-school planning to the mutual benefit of both sets of pupils. However, there is no formal target to work to for improvement in attendance and punctuality.
114. Governors effectively monitor the quality of the school's provision, both directly and through reports and focussed reviews. The committee system is effective in ensuring that a clear management overview is maintained.

This ensures that the governors' legal requirements are kept under review and met.

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

Grade 2: Good features and no important shortcomings

115. The findings of the inspection team match the judgement made by the school in the self-evaluation report.
116. The school has very effective systems for keeping its work under review and for implementing changes to bring about improvement. As a result, there has been good improvement since the previous inspection. In terms of the shortcomings identified then, there has been improvement in standards in all subjects inspected, although less in design and technology than other subjects, and monitoring is now well established. Curriculum planning is secure with schemes of work in all subjects and assessment is now a significant strength with coherent, consistent and effective approaches to marking and the evaluation of learning. Attendance has improved from an unsatisfactory level, although more needs to be done. Effective appraisal systems are in place. The role of subject leaders has been significantly enhanced so that they play an important part in monitoring. Environmental and accommodation issues have been addressed well and learning is well supported as a result. Most importantly, there has been a significant improvement in value added as measured by national tests at the end of Key stage 2.
117. Self-evaluation has developed well and, although the school recognises that there are areas for improvement, both in terms of the measures used and in the involvement of wider groups, there are no significant weaknesses. Governors were fully involved in pre-inspection subject and whole-school evaluation, including discussion about grades. There is a clear link between self-evaluation and school development planning. Good use is made of analysis of data and benchmark information in measuring performance and setting targets.
118. The SDP, which sets clear priorities, is concise and focussed on an appropriate number of objectives, with planning, responsibilities, time scale and resources identified. Action plans in all subject areas have been established, complete with targets and success criteria. All staff together with the governors are involved in the production of the SDP. Feedback from parents and pupil views are taken into account, although formal systems for this are still being developed. Review of development objectives is rigorous and, as a result, the school can clearly demonstrate the improvements that have been achieved.

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

Grade 2: Good features and no important shortcomings

119. The findings of the inspection team do not match the judgement made by the school in the self-evaluation report, in which it awarded itself grade 3.
120. The school is well staffed with a sufficient number of qualified teachers with an appropriate range of subject and phase knowledge and experience. Teaching assistants are well trained and effectively deployed. They have a clear understanding of the purposes and targets of the lessons they support.
121. Administrative staff provide efficient and effective support and the day-to-day efficiency is very good. The caretaker, who resides on site, cleaners and supervisory staff are all fully committed to the school and contribute well to the strong sense of community in the school.
122. The school is well staffed and resourced for meeting the needs of pupils with SEN. The SENCO is suitably trained and experienced and an appropriate number of TAs and teacher assistants are provided to meet the needs of pupils with SEN in the main school. The learning support base is well organised and managed with good resources that are suitable for the range of SEN.
123. The level of specialist staffing for the special resourced provision for pupils with ASD is also appropriate and the good training provided for other staff has enabled the establishment of an effective whole-school approach to meet these pupils' needs. The specialist room for the ASD pupils is very well designed and resourced to meet their needs and enable effective teaching approaches to be followed.
124. The school is well resourced; resources are monitored for any shortages and their use is regularly audited to ensure efficient use. Additional funds are used very well and, through the efforts of staff and parents, the school has acquired and run minibuses to extend pupils' curriculum opportunities.
125. Accommodation is very good and includes very good outdoor areas. Classrooms are spacious, light and airy, and contain colourful displays that enhance the environment and provide stimulus for learning, however, storage space is limited.
126. The school has developed a well stocked library and an ICT suite as well as providing additional accommodation for SEN.
127. Overall, efficient and effective use is made of the available resources. Funding and spending priorities are matched well to whole-school priorities. The deployment of staff and the organisation of classes and teaching groups are well organised. The strategic use of resources is regularly reviewed, in relation to their impact on standards.
128. Overall, in light of the high achievement, the quality of teaching and, in particular, the value added, the school gives very good value for money.

Standards achieved in subjects and areas of learning

Provision for the under-fives

Grade 1: Good with outstanding features

Good and outstanding features

129. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making very good progress towards the Desirable Outcomes for Children's Learning. Children achieve very good standards in their key, personal, social and learning skills in Nursery and Reception.
130. Twenty-two nursery-age children attend the nursery class in the morning and seventeen children attend in the afternoon. They all make very good progress.
131. Seventeen reception-age children attend the reception class full time. They continue to make very good progress overall.
132. The foundations of good behaviour, positive attitudes and good relationships are developed well in both classes. The level of children's attendance is satisfactory, but with significant variations between terms
133. The teaching of the children in the nursery class is well focused, relevant and lively. There is good emphasis on developing children's oracy skills. The full-time nursery nurse makes a positive contribution to this teaching. The teaching in the reception class is good overall. The part-time teacher's aide contributes well to learning in this class.
134. Good use is made of information gained from a baseline assessment to plan appropriate learning activities for the children under five. Pupils with SEN are well supported.
135. A very good partnership is fostered with parents through informal daily contacts. A library has been created for parents to borrow both books and toys and suggestions are given for their use. In addition, parents with children between the ages of one and three are invited into the nursery classroom on one morning a week in order for the children to familiarise themselves with the environment.
136. The annual written reports to parents are of a good quality.

Good and outstanding features

Full time nursery children

137. Children make very good progress in their personal and social development. They have settled happily in school and relate well to adults. They are developing an awareness of feelings and are sensitive to the

needs, views and feelings of others. They take part in role play, for example the doctor's surgery, watch a puppet show and are beginning to show imagination and enthusiasm.

138. Most children make very good progress in early language skills. They listen attentively, enjoy a range of stimulating activities and describe them in great detail. Their interest in reading is fostered by the use of a book library and a toy library. Children also take home for the weekend, on a rota basis, a toy as a constant companion and place the evidence of their journeys and experiences in a record book. They learn the letter sounds, develop simple writing patterns and, by the end of the year, most children successfully overwrite a simple sentence. They listen to a variety of songs in Welsh and join in with increasing confidence. They count numbers to five in Welsh.
139. Children's mathematical skills are developing very well. Most children understand the concept of more and adding one. They sort, match, order, sequence, compare and count objects. They share and take turns using a counting game. They differentiate between full and empty bottles. They recreate simple patterns using the language of shape and position, and recall number rhymes and counting games.
140. Children are making very good progress in their knowledge and understanding of the world. They are developing confidence in using the listening stations and the computer. They visit the local church and observe a baptism. They understand the life cycle of a butterfly, use sand and soil to make a home for worms, learn about snails and how they move, and how frog spawn changes into frogs.
141. They learn about guinea pigs by looking after four of them in the classroom and observing them in their outdoor area. They visit a garden centre to learn about other animals and plants. They learn about the seasons of the year.
142. Children's physical and creative development is very good. They move confidently and imaginatively and show very good control and co-ordination. They develop their spatial awareness by playing circle games.
143. They use construction toys with increasing confidence and enjoy regular opportunities to play outside on large apparatus, including the outside playhouse, and the painted playground. They safely use wheeled toys outside in the nursery garden.
144. They handle tools and malleable materials safely. They enjoy making choices when mixing water and paint and use their fingers and sponges to create interesting patterns. They create attractive collages and sun sensitive pictures.
145. They sing in tune, perform action songs, explore pitch and dynamics and name the percussion instruments they use.
146. Children continue to make very good progress in their personal and social skills. They treat one another and their environment with care and concern. They are developing the ability to keep on task and work independently. They take part in assemblies and the Christmas concert.

147. Children make very good progress in their language skills. They participate in a sensible dialogue for a reasonable time and portray a character in role play. They confidently discuss a story and talk about their own experiences with increasing fluency to express their thoughts to convey meaning. They handle books well and enjoy pictures and words. They know their sounds and write most of the letters of the alphabet. They practice successfully using sand and letter formation sheets. Most children write their name unaided and several older children begin to write simple sentences using emergent writing. They respond to simple commands in Welsh, know the weather terms and join in with Welsh action songs and rhymes. While playing with puppets they ask and answer question in Welsh.
148. Children make very good progress in their mathematics. Most children count orally to ten in order of sequence and more-able children count orally to 20. They confidently sort, match and order. They create a repeating pattern. They compare full and half full containers and recognise o'clock times. They measure their own growth and that of a sunflower and measure it regularly. They name a range of two-dimensional and three-dimensional shapes, record the weather on a chart and successfully enter the data into a simple computer program.
149. Children's knowledge of the world is progressing well. They gain a good awareness of India being a different country and a simple knowledge of Indian dress and food. They test materials to find out if they are waterproof. They visit the local hospital and the lifeboat station. They learn about old toys in their visit to the museum. They confidently use IT to select and move items on screen, use a graphics package and add their name to a picture. They successfully use small construction toys and choose and use appropriate tools and equipment. They are aware of key religious celebrations, know the name of the days of the week and are developing a time vocabulary.
150. Children make very good progress in their physical and creative development. They push, pull and pedal using large equipment and understand positional language. They understand, appreciate and enjoy the differences between running, walking, skipping, jumping and hopping. In dance, they understand and respond very well to suggestions about spatial awareness. They listen attentively to the music and move in time to the beat. They express themselves with various materials, thread laces, complete jigsaws and hold and use scissors correctly. They confidently use malleable materials to make clay moulds of leaves and make leaf rubbings.

Shortcomings

151. There are no significant shortcomings.

English

Key stage 1 Grade 1	good with outstanding features
Key stage 2 Grade 1	good with outstanding features

Good and outstanding features

152. Pupils arrive in the school with attainments in English that are low average overall. By the time they leave, they are attaining at a level that is above that for Cardiff and Wales, and well above the average standards found in schools serving similar populations.
153. In both key stages, pupils demonstrate good listening skills. They concentrate well, make sense of what they hear and respond appropriately. They ask and answer questions carefully, speaking clearly and using an increasingly complex sentence structure and vocabulary.
154. Key stage 1 pupils share ideas enthusiastically both with the teacher and each other. They conduct conversations using appropriate ‘voices’ and take account of one another’s contributions. They understand the convention of turn-taking in conversation.
155. Key stage 2 pupils develop and refine their speaking and listening skills in a variety of contexts. They develop discussion and debating skills and consider whether legends are true or partly true, examining ways in which facts might be checked. They speak confidently in public, presenting ideas coherently and cogently.
156. Throughout the school skills and interest in reading develop very well. Pupils enjoy reading and this, in turn, promotes higher standards across the whole of their English work by enabling access to ideas and information that enrich their understanding and experience.
157. Key stage 1 pupils develop good strategies for reading and become familiar with the structure and content of books of various genres, using text effectively to extract information and meaning. They read common words with confidence, identify letters by sound and by name and build words using the same initial sounds. They apply a broad range of strategies to read and interpret new words to make sense of what they read. Older pupils read confidently with increasing accuracy and understanding, increasingly taking account of punctuation to increase understanding or to enhance expression when reading aloud.
158. Key stage 2 pupils continue to develop their reading skills very well. They draw on previous experience to recognise and interpret words and make sense of a wide range of different writing. They use dictionaries confidently and develop good research skills using texts and the Internet to provide information on a wide range of subjects.
159. Key stage 1 pupils make good progress in developing writing skills. The youngest pupils learn to form letters and combine them into words, which they space well when using them in sentences. They sequence information well as when describing life-cycles and read their own work back. Older pupils construct stories and factual writing successfully, using

a widening vocabulary and spelling common words correctly. They know that information can be presented in a variety of ways, for example, using bullet points for lists or relating keys to labelled drawings.

160. Key stage 2 pupils develop a good knowledge of grammar, identifying and using appropriate parts of speech and extending their use of punctuation to improve the clarity and sense of their writing. Their pleasure in writing is evident as they use more adventurous and imaginative vocabulary with increasing accuracy and confidence. Writing of a high standard is seen whether pupils are producing reports, factual or persuasive writing, giving instructions or telling or extending stories. Handwriting develops well and many pupils demonstrate individuality and style along with clarity and shape.

Shortcomings

161. There are no significant shortcomings.

Design and Technology

Key stage 1 Grade 3: Good features outweigh some shortcomings.
Key stage 2 Grade 3: Good features outweigh some shortcomings.

Good and outstanding features

162. Older pupils in Key stage 1 successfully make a cardboard teddy with moving parts. They design a seasonal outfit for the teddy and choose suitable materials for the particular season. They use the appropriate tools competently. They successfully complete evaluation sheets.
163. Pupils in Year 3 satisfactorily investigate different types of bread and compare the taste, appearance, smell and texture. They use a worksheet to record their opinions.
164. They understand the need for hygienic conditions when investigating food. They apply this well when investigating the bread.
165. In Year 4, pupils design and make a toy. They investigate the movement of a mechanism and know that they can produce a 'to and fro' movement using a simple mechanism. They produce sketches and step-by-step plans and identify the tools and materials they will need. They apply their knowledge and skills from science and mathematics.
166. Older pupils in the key stage are introduced to rotary mechanisms in preparation for making a framework of a fairground ride. They investigate how rotation can be transferred from one part of a model to another by using pulleys and a belt. They extend their technological vocabulary.

Shortcomings

167. Pupils do not develop a sufficient range of designing and making skills in the narrow range of projects they undertake and do not learn to use a wide enough range of tools.
168. In most classes pupils, do not record their design ideas in sufficient detail and their skills in evaluation are under-developed.
169. Pupils' skills in using ICT to develop their design ideas are at an early stage of development.

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 and outstanding features

170. Younger pupils in Key stage 1 begin to use the space bar. They understand that sentences need full stops and capital letters. They begin to use the full stop key and the shift key to produce a capital letter.
171. Year 3 pupils design a path on paper to make a programmable toy describe a series of movements. Most pupils transfer this information to *Logo* showing some awareness of a set of instructions. A few pupils rectify their mistakes confidently by using the opposite commands. All pupils save their work. Less-able pupils in the class use a programmable toy to reinforce their work on direction and angles.
172. Y4 pupils understand the terminology cells, data, row and columns. They understand that spreadsheets are made up of labelled cells. They begin to understand how to input data into the cells. They confidently save their work and print it.
173. Y5 pupils confidently use *Logo* and understand that a command is repeated when drawing a square. They begin to understand how to use the repeat function to draw the square. More-able pupils know that this procedure can be used for most regular polygons.
174. They competently use a spreadsheet to enter data correctly. They check their entries and use appropriate operations to create a graph. They use the graph to make judgements about the data. They use the internet to get weather information.
175. By the end of the Key stage pupils identify the appropriate application for particular purposes, for example, in geography they use a spreadsheet to draw conclusions about the nature of work in their own area. They are confident with the use of the data projector.
176. They learn how to create a database. They understand how to enter the key words. They construct their own database using the data they had

collected during the previous week. They choose appropriate graphs and analyse the data.

177. They improve their skills in their word processed writing, for example by using a range of fonts and styles in poetry and letters. They import a graphic and use a wide variety of tools in order to place, edit and create an effect. They successfully experiment with their audience in mind.
178. Standards in both Key stages are enhanced further by the teachers' use of interactive whiteboards to demonstrate, explain and clarify concepts and skills.

Shortcomings

179. There are no major shortcomings.

Geography

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

Good and outstanding features

180. Key stage 1 pupils show a developing understanding of scale in mapping when they make a plan of the classroom and the school, locating and identifying features by means of a colour key. They make a schematic map of the features that can be seen from front and rear windows, indicating where the views overlap. They extend their mapping skills as they make a birds-eye view of the park and use it to consider environmental improvement. They reassemble a cut up map of the British Isles
181. They develop an awareness of weather and climate, identifying parts of the world where it is likely to be hot or cold and locating these on a globe. They understand that temperature is measured in degrees, read a thermometer and make good links with their scientific knowledge about the effect that external temperatures have on their bodies. They construct and report a weather map covering different areas of the British Isles, recognising that there can be marked regional differences on any one day.
182. Younger Key stage 2 pupils compare physical features and conditions in the city of Cardiff and the coastal village of Wick, identifying similarities and differences. They examine a range of land-use issues and construct a perceptive series of questions for investigation. Mapping skills develop further as they identify locations using distance and direction and follow a route, observing man-made features and entering them at the correct point on the map.
183. Older Key stage 2 pupils compare life in the village of Kasharpur in India with that in Wales and consider important issues for the inhabitants. They show good awareness of issues of sustainable development and the

moral dilemmas involved in considering the benefits and disadvantages of driving a road through the forest.

184. They extend their knowledge of how landscape is affected by human use as they look at aspects of land-use and employment opportunities in Fairwater and Cardiff Bay. They use their good mathematical skills to interpret data that they acquire from a variety of sources including the internet.

Shortcomings

185. There are no major shortcomings.

Physical education

Key stage 1 Grade 2: Good features and no important shortcomings.
Key stage 2 Grade 3: Good features outweigh shortcomings.

Good and outstanding features

186. Key stage 1 pupils demonstrate good skills in controlling a ball when bouncing it while travelling. They show good awareness of the effect of using different amounts of force and moving at different speeds. They direct the ball with increasing accuracy when bouncing it to a partner.
187. In gymnastics, pupils demonstrate a good range of body shapes. They rock and roll on a mat, practising and refining their performance, with many pupils demonstrating competent forward rolls. They combine jumping and rolling to develop a sequence, which they demonstrate to one another.
188. Younger Key stage 2 pupils show developing tennis skills as they practice throwing and striking a ball. Their directional skills improve and they learn how to hit 'through' the ball.
189. Pupils participate actively in a good range of extra-curricular sports activities, deriving good benefits from the involvement of parent volunteers and community organisations. They develop a range of skills as a result of participation in outdoor pursuits.
190. In both key stages, pupils show an appropriate regard for health and safety, carrying equipment carefully and showing awareness of the movement of others. They know that warming-up is important in preparing themselves for activity. By the end of Key stage 1, pupils describe the effect of exercise on their bodies and by the end of Key stage 2, they are aware of the benefits of regular exercise in terms of their health and well-being. They enjoy participation in games and are aware of the social benefits of participation.
191. Throughout the school, pupils evaluate their own and others' performance perceptively and sensitively, identifying good features and suggesting ways in which they could improve on them.

192. Older Key stage 2 pupils stop, control, pass, dribble and shot in an activity designed to develop basic hockey skills. When playing a game, they recognise the need for rules and work at developing their skills at using different forms of pass, varying the speed and force.

Shortcomings

193. Younger Key stage 2 pupils have not developed strategies for catching a ball, with the result that few can do so securely.
194. Older Key stage 2 pupils do not show the development in skills, agility and performance that should be expected given the level of performance seen in Key stage 1.
195. When taking part in games practice, they quickly abandon the tactics and skills they have been practising so that they do not refine them through use in a game.

School's response to the inspection

196. The inspection findings recognise the good improvements made since the last inspection. We are pleased that the inspectors found previous areas of weakness to have become significant strengths and that all shortcomings have been addressed.
197. The school was recognised as highly effective with outstanding features and no important shortcomings. In addition, due prominence was given to the high achievements of pupils, regardless of their background. That the quality of teaching was rated as very high, with 91% of lessons good or very good, is regarded as a significant finding by the school and undoubtedly contributes to the level of pupils' achievement.
198. In summary it was very pleasing that the inspection highlighted the many positive aspects that contribute to the success of the school and that the school gives very good value for money.
199. An action plan will be put in place to address the recommendations in the report. We feel confident the four recommendations can be comfortably achieved, and indeed discussion and, in some cases, such as promoting healthy eating action has already taken place.
200. Addressing any identified shortcomings will be a priority and our current School Improvement Plan will be revised to include the post inspection action plan.
201. A copy of the action plan will be sent to all parents and the governors' annual report to parents will include the progress being made on the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Pentrebane Primary School
School type	Community
Age-range of pupils	3-11
Address of school	Beechley Drive, Fairwater, Cardiff
Post-Code	CF5 3SG
Telephone Number	02920565773

Headteacher	Mr. D. A. Lambert
Date of appointment	September 1989
Chair of Appropriate Authority	Mr. C. Rees
Registered Inspector	Dr Eric Peagam
Dates of inspection	31 st January – 2 nd February 2005

Appendix B

School data and indicators

Number of pupils in each year group								
Year group	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	17	29	24	26	36	23	25	180

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	4	12.2

Staffing information	
Pupil:teacher ratio excluding Nursery and special classes	22.5: 1
Average teaching group size	22.5
Teacher (fte): class ratio	1.1:1
Pupil: adult ratio in nursery classes	8: 1
Pupil: adult ratio in special classes	2.5: 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
Term	Nursery	Reception	KS1/2	Whole School
Summer 2004	81	91	92	92
Unauthorised absence		0.9	1.6	
Spring 2004	81.5	90	95	95
Unauthorised absence		1.2	1.6	
Autumn 2003	75.2	82.7	93.1	92
Unauthorised absence		2.5	2.0	

Percentage of pupils entitled to free school meals	44
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results

End of Key stage 1:

National Curriculum Assessment KS1 Results:2004 (Wales 2003)		Number of pupils in Y2: 24					
Percentage of pupils at each level							
Teacher assessments		D	W	1	2	3	4+
English	School	0	0	21	71	8	0
	National	0	4	13	62	21	0
Mathematics	School	0	0	12	84	4	0
	National	0	2	9	60	29	0
Science	School	0	0	8	59	33	0
	National	0	2	10	67	21	0

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

W Pupils who are working towards level 1

Percentage of pupils attaining at least level 2 in mathematics, science, and either English or Welsh (first language) according to teacher assessment			
In the school:	79	In Wales:	80

National Curriculum Assessment Results

End of Key stage 2:

National Curriculum Assessment KS 2 Results: 2004 (Wales 2003)		Number of pupils in Y6: 25											
Percentage of pupils at each level													
			D	A	N	B	W	1	2	3	4	5	6
English	Teacher Assessment	School	0	0	0		0	0	0	14	54	43	0
		National	0	0	0		0	1	6	16	45	31	0
	Test/Task	School	0	0	0	0			0	10	57	33	
		National	0	2	1	1			5	12	38	40	
Mathematics	Teacher Assessment	School	0	0	0		0	0	5	14	48	33	0
		National	0	0	0		0	0	4	19	46	30	0
	Test/Task	School	0	3	0	0			5	14	52	29	
		National	0	2	1	0			4	18	42	33	
Science	Teacher Assessment	School	0	0	0		0	0	0	10	48	42	0
		National	0	0	0		0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0			0	5	52	43	
		National	0	2	0	0			1	9	48	39	

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum

A Pupils who have failed to register a level because of absence

N Pupils who have failed to register a level for reasons other than absence

B Pupils not entered for the tests because they are working outside the set levels of the tests

W Pupils who are working towards level 1

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:	81	In the school:	81
In Wales:	71	In Wales:	70

Appendix D

Evidence base of the inspection

The inspection was carried out by a team of four inspectors over a period of three days, and the report was based on evidence from:

- pre-inspection meetings held with the headteacher, staff and the governing body;
- the analysis of 20 returned parents' questionnaires and a meeting with 12 parents;
- the observation of 32 lessons or part lessons and observation of extra-curricular activities;
- a scrutiny of pupils' work in the required range of subjects and evidence from subject leaders of pupils' progress;
- discussions with pupils, including a meeting with the school council;
- an examination of assessment records and reports to parents;
- observation of registration procedures;
- the scrutiny of school documentation, teachers' plans and assessment records;
- observation of pupils' behaviour in and around the school at break-times, lunch-times and before and after school;
- discussions with the headteacher and other staff;
- discussions with representatives of support agencies;
- post-inspection meetings with senior management and governing body.

Appendix E

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subjects
Eric Peagam	Rgl	Context, Summary, Key Questions 1, 2, 5 and 6	English geography physical education
Philip Foley	Lay	Key Question 7. Contributions to Key Questions 1,3, 4	
Helen Smith	Team	Key Question 3 and 4. Contributions to Key Question 2	early years design and technology information technology
Jim Phillips	Team	Contributions to Key Questions 4 and 6	Support for: physical education design and technology

Inspection Contractor:

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Acknowledgement:

The inspection team would like to thank the governors, headteacher, staff and pupils of the school for their co-operation, assistance and courtesy before and during the inspection.

Inspection under Section 10 of the Schools Inspections Act 1996
Summary Report for Parents on The Inspection of
Pentrebane Primary School, Beechley Drive , Fairwater, Cardiff

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Pentrebane Primary School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. A copy of this summary is sent to every family with a child at the school. **The full report can be obtained from the school.**

The inspection of Pentrebane Primary School took place between 31st January to 2nd February 2005. An independent team of inspectors, led by Dr Eric Peagam 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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

Summary

1. Pentrebane Primary school is a highly effective school with many strengths, including outstanding features and no important shortcomings. The school has made good improvement since the previous inspection; some previous areas of weakness are now significant strengths and all identified shortcomings have been addressed. The school achieves high standards as a result of very good teaching supported by a very effective curriculum and strong leadership. As a result, it makes very efficient use of its resources and gives very good value for money. The inspection team agreed with most of the school's judgements about areas of its work, including the standards achieved. Where judgements differed, this was usually as a result of the school giving insufficient weight to strengths and being over-critical in identifying shortcomings.

Table of grades awarded

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

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

Standards

- Standards of achievement are good in most subjects and good overall. In some subjects, they are very good and in all subjects any shortcomings are outweighed by good features. Pupils' standards of achievement in lessons comfortably exceed overall the Welsh Assembly Government's all-Wales targets for 95% of standards to be satisfactory and 50% to be good.
- The standards of achievement observed in lessons in the areas of learning and subjects inspected are as follows:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Standards of achievement					
Percentage at each grade	25%	59%	16%	0%	0%

Subjects and Areas of Learning

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. The standards achieved in each area are as follows:

Language, literacy and communication	1
Personal and social development	1
Mathematical development	1
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

1. In Key stage 1 and Key stage 2, in the subjects inspected, the standards of achievement are good in most subjects and good overall. Individual subject grades are as follows:

Subject	Key stage 1	Key stage 2
English	1	1
Design and technology	3	3
Information technology	2	2
Geography	2	2
Physical education	2	3

1. An outstanding feature of the school is the extent to which pupils succeed, regardless of their background. Arriving at the school with attainments that are, overall, low average, pupils make good and very good progress to achieve levels above those for Cardiff and Wales by the end of Key stage 2 and, when compared with schools in similar circumstances, their attainment is well above average. This shows a steadily improving trend since the previous inspection.
2. Pupils make particularly good progress in English, achieving very good standards. They achieve good standards in most other subjects. However, in design and technology, organisational shortcomings limit the progress they make, and in physical education, older Key stage 2 pupils have not built on the standards seen further down the school to the same extent that they have in other subjects.
3. Pupils are enthusiastic learners and develop good skills, including the key skills of literacy, numeracy and communication. However, bilingual skills are not well developed. Behaviour is very good and pupils make good progress in personal development overall, although less so in terms of spiritual development. Attendance has improved, but is still at a low level. Punctuality is a problem for some pupils. The school is aware of this, but does not have strategies or targets to monitor and improve the situation.

The quality of education and training

1. The quality of teaching is very high overall, reflecting commitment to agreed approaches that ensure that the needs of all pupils are planned for in stimulating and varied lessons. Teachers have good subject knowledge and with good use made of specialist skills in some subjects. Lessons have clear objectives based on high expectations and excellent classroom relationships

Percentage of lessons awarded each grade

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
31%	60%	9%	0%	0%

1. The percentage of good and very good lessons is well above the Welsh average and represents an improvement since the last inspection.
2. Teaching has shortcomings in a small minority of lessons, mostly in design and technology, where organisational support is insufficiently established. This is an area which is still improving and the school makes effective use of external expertise to develop pupils' skills in specified aspects of the subject.
3. Arrangements for the assessment, recording and reporting of pupils' progress are very good. An efficient, effective and manageable system, which is clearly linked to improving standards, is in place. This is now a significant strength of the school. The school analyses the results of standardised tests and makes very good use of the data received from them to promote higher standards.
4. The school provides a high quality curriculum that meets requirements and serves its pupils well. It is broad and balanced and effectively develops basic and key skills, although it is less successful in promoting bilingual skills. There is a good range of extra-curricular activities and pupils' moral, social and cultural development, including their awareness of Y Cwricwlwm Cymreig, are well promoted. The school is particularly effective in addressing social disadvantage through the curriculum and ensuring equality of access. It takes account of national priorities in theoretical planning, but does not provide sufficient practical support for understanding about global citizenship and sustainable development, about healthy schools or developing economic understanding and awareness of the world of work.

Leadership and management

5. Leadership and management are good overall with no significant shortcomings.
6. Clear aims and values, embodied in the school's vision are embraced and pursued by all staff. Strategic planning is secure and all leadership roles are carried out well.
7. Account is taken of national priorities in general, but there is a lack of practical activity on issues such as bilingualism, sustainability and healthy schools. Good use is made of targets to set and measure objectives, but there is no target for improved attendance. The management has ensured that planning for the resourced unit has been coherently integrated into whole-school planning to the mutual benefit of both sets of pupils. Effective monitoring systems are in place so that the governors are well able to keep the school under review. All legal obligations are met, apart from the omission of minor details from documents for parents.
8. The school has very effective systems for keeping its work under review and for implementing changes to bring about improvement. As a result, there has been good improvement since the previous inspection and this

improvement continues. Review of development objectives is rigorous and, as a result, the school can clearly demonstrate the improvements that have been achieved, most particularly the significant improvement in value added by the end of Key stage 2.

9. The SDP, which results from self-review, sets clear priorities, is concise and focussed on an appropriate number of objectives, with planning, responsibilities, time scale and resources identified.
10. The school is well staffed and resourced and effective use is made of all resources, including audits of use. The professional development of staff is well promoted, but some required training on child protection procedures is out of date. The school benefits from a very spacious building with good grounds and these also are used well. In light of the high quality of teaching and the progress that pupils make, the school gives very good value for money.

Recommendations

1. In order to build on the school's achievements and to improve provision further, the headteacher, staff and governors should
 - i. Address shortcomings in standards in design and technology and physical education and any additional shortcomings identified in the report.
 - ii. Improve practical provision to support national priorities by:
 - providing opportunities for pupils to learn about sustainable development and global citizenship at first hand;
 - ensuring that the school actively and consistently promotes pupils' awareness of health issues, including promoting healthy eating habits;
 - improving the links with industry and commerce to extend pupils knowledge of the world of work and promote their economic understanding;
 - increasing the focus on use of incidental Welsh, to enhance pupils' bilingual skills.
 - iii. Improve attendance and punctuality, in particular by ensuring that these are effectively monitored and actively promoted, including setting a target for improvement.
 - iv. Ensure that training in child protection is kept up to date for all staff.

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.