

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

**Ysgol Gymraeg Treganna
Radnor Road
Cardiff
CF5 1RB**

School Number: 6812173

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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:

- * nursery schools and settings maintained or used by local education authorities (LEAs);
- * primary schools;
- * 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
- * the education, guidance and training elements of Jobcentre Plus.

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- * provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- * makes public good practice based on inspection evidence.

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Ysgol Gymraeg Treganna 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 Ysgol Gymraeg Treganna took place between 03/04/06 and 05/04/06. An independent team of inspectors, led by Dr David G Evans, 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. This Welsh-medium county primary school was established in 1987 in the existing building, with only one classroom, as one of a group of designated Welsh schools serving the city and county of Cardiff. Numbers have increased dramatically over the years and, currently, there are seven classrooms and 170 pupils on roll. Each classroom is situated on the ground floor and there is also one demountable classroom.
2. The school's catchment area extends from Cowbridge Road in the south to Llandaff fields in the north, and from the river Taff in the east to the Victoria Park area in the west. Nearly all the pupils come from this fairly compact area. The area is described as one which is neither prosperous nor economically disadvantaged.
3. There are currently 17 pupils on the Special Education Needs (SEN) register and no pupils with a statement of educational needs.
4. Approximately 70% of the pupils come from homes where the predominant language spoken is English: currently, approximately 80% of the pupils speak Welsh as a first language or to an equivalent standard.
5. Only 0.01% of pupils is eligible for Free School Meals (FSM), which is very much lower than the national average.
6. The school was last inspected in February, 2000.

The school's priorities and targets

7. The school's priorities for development in 2005-2006 are to:
 - develop the role of the curriculum leader;
 - develop the subject Design Technology;
 - revise the Welsh reading scheme;
 - prepare for the Foundation Phase;
 - promote assessment for teaching and learning; and
 - revise the Information and Communications Technology (ICT) scheme of work.

Summary

8. Treganna is a good school with many outstanding features. High quality teaching enables pupils to achieve very well. The school's evaluation of its work is very thorough and leadership and management are outstanding features. The wide range of learning experiences made available to pupils, the quality of provision for those with additional learning needs and the care, support and guidance provided by the school are also good with outstanding features. Ysgol Treganna makes substantial use of new technology to promote its vision of bilingual education in the new century.

Table of grades awarded

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

Standards

9. Pupils' standards of achievement in the lessons observed are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

10. These figures are well above the Welsh Assembly Government's (WAG) all-Wales 2007 targets for 65% of standards of achievement to be grade two or better.

Subjects and/or Areas of Learning For Under-fives

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

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

Grades for standards in subjects inspected

12. In Key Stage 1 and Key Stage 2 (KS1 and KS2), in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh First Language	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

13. The under-fives make very good progress in all the basic skills. Their progress in the key skills of speaking, listening, reading and writing in Welsh and English and in bilingual competence is good with outstanding features. Their standards in the use of ICT, in numeracy, in personal and social skills, in creative and problem-solving skills are good with outstanding features.
14. In KS1 and KS2, pupils' progress in the key skills of speaking, listening, reading and writing in Welsh and English and in bilingual competence are of outstanding quality. Their standards in the use of ICT, in numeracy, in their personal and social skills, in creative and problem-solving skills are good with outstanding features.
15. Pupils with SEN make very good progress overall and achieve the targets set for them.
16. In KS1 in 2005, the standards in teacher assessments in Welsh and mathematics were well above national and Local Education Authority (LEA) averages. When compared with similar schools, the results were well above average for Welsh and mathematics, and in the third quartile for science. Results have been consistently good and above national averages since 2003. There are no significant differences between the performance of boys and girls.
17. In KS2 in 2005, standards in teacher assessments were well above national and LEA averages, with all the pupils achieving the expected national level of achievement in Welsh, English, mathematics and science. When compared with similar schools, performance in the four subjects was well above average. Standards have been consistently high in the four core subjects for the last three years. There are no significant differences between the performance of boys and girls.
18. Pupils succeed very well regardless of their social, ethnic or linguistic background. All pupils, regardless of age, gender, ability or ethnicity, make outstanding progress in their acquisition of new skills, knowledge and understanding and achieve the targets set for them.
19. Pupils' personal, social and learning skills develop very successfully and this is an outstanding feature of the school. Pupils are very attentive in class and apply themselves conscientiously to their tasks. Invariably, they sustain concentration and work quietly and industriously. They display very positive attitudes to learning and very high levels of interest in their work. They co-operate enthusiastically and work well in groups and in pairs. Pupils' spiritual, moral, social and cultural development is of outstanding quality.

20. Pupils' overall behaviour is exemplary and this is an outstanding feature of the school. They are courteous, very polite, respond very well to the reward systems and display a high level of self-discipline. Throughout the day they move sensibly in and around the school and are eager to assist visitors. As a result, the quality of life within the school is outstanding.
21. They prepare well for effective participation in the workplace and the community. They raise substantial funds for local and national causes.
22. The average attendance for the last three terms preceding the inspection was 95.4%. There is a strong tradition of high levels of attendance in the school. All pupils attend school regularly and arrive punctually at the beginning of the school day.

The quality of education and training

23. In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	33%	7%	0%	0%

24. The quality of teaching far exceeds the WAG target for teaching to be grade two or better by 2007.
25. Outstanding teaching was observed across the school and this has been a key factor in enabling the school to improve so rapidly. There are a number of examples of outstanding practice:
 - teachers' planning, which is very stimulating and challenging;
 - teachers' use of a wide range of very effective teaching methods;
 - firm and very consistent behaviour management in most classes;
 - teachers nurturing very positive, harmonious relationships in classrooms;
 - in each lesson, work is planned to support pupils of all abilities and teachers making outstanding provision for pupils' different learning needs;
 - teachers' use of ICT, and the interactive whiteboards in particular, which is an outstanding and innovative feature of the school; and
 - teachers having up-to-date subject knowledge and using this very effectively in lessons.
26. In the lessons which are judged to be good with no important shortcomings, the following features are noteworthy:
 - teachers have well-structured lessons;
 - they use a wide range of strategies to ensure that pupils enjoy learning;
 - they produce good quality, interesting resources that enable pupils to make good progress in relation to their age and aptitude; and
 - they achieve an appropriate balance in class between teacher presentations and learning activities.
27. In the very small number of lessons where good features outweigh shortcomings:
 - the pace of learning is inconsistent;

- teaching does not stimulate pupils to work productively in lessons; and
 - classroom management is not as effective.
28. The quality of assessment, recording and reporting for children in the reception class is accurate, thorough and comprehensive. This is helping teachers to plan meaningful and relevant experiences for their children.
 29. The quality of assessment across the rest of the school is good with no important shortcomings. Assessment in the core subjects is based on clear and valid information gathered from a range of sources. Pupils' progress is tracked carefully to enable teachers to match work to pupils' needs and to set targets for learners. This is particularly effective for pupils with SEN. Assessment procedures fully meet requirements.
 30. Assessment in the foundation subjects, and portfolios of work in the core and foundation subjects, are developing appropriately. Marking is often of good quality, but there is inconsistent practice throughout the school. Marking does not always guide pupils to help them improve their work.
 31. Teachers inform parents and carers about their children's progress at parents' evenings and through annual written reports. The end-of-year reports meet statutory requirements and they provide pupils' with targets for improvement. However, subject comments are often not detailed enough, particularly for the core subject areas.
 32. The curriculum has many outstanding features and is a strength of the school. Overall, the quality and range of the learning experiences available to pupils are very good; the school responds very well to pupils' needs and provides equal access to a broad and balanced curriculum. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
 33. The school caters very well for the whole range of pupils' needs, including provision for pupils with SEN, and for those who are gifted and talented.
 34. Provision for the development of pupils' basic and key skills is an outstanding feature of the school and is threaded very effectively through teachers' planning in all subjects and areas across the curriculum.
 35. The development of pupils' bilingual skills and competence is central to the school's aims and philosophy. It is very effectively promoted in all aspects of the life and work of the school.
 36. Provision for pupils' spiritual, moral, social and cultural development is very good; and the school provides a very good programme to support pupils' personal and social education.
 37. The school's procedures for promoting equality of access and opportunity are very strong. Pupils, irrespective of their social background, gender or ethnicity, are positively included in all appropriate school activities. This is an outstanding feature of the school.
 38. The school successfully promotes pupils' environmental awareness and positive attitudes to sustainable development. The school is already in the process of applying for an Eco Schools award.

39. The standard of care, guidance and support for pupils is outstanding. Support programmes are carefully planned and very well integrated into the school's work so that they meet pupils' needs and ensure equality of opportunity. The school has a very positive ethos and all pupils feel valued as individuals.
40. The school has a strong partnership with parents and carers and works hard to involve them in the education of their children. Induction arrangements for young children starting school are carefully planned and implemented. There are also very good transition arrangements with the secondary school and these very effectively support Y6 pupils as they prepare for their new school.
41. Pupils' behaviour is monitored extremely closely. Members of staff apply policies for behaviour management consistently and all adults in school are very good role models. There are very effective policies and systems in place to monitor attendance and punctuality.
42. There is a comprehensive health and safety policy and all staff are aware of issues relating to the well-being of pupils. One health and safety matter was identified during the inspection and shared with the school.
43. An outstanding feature of the school is the very good provision for learners with additional learning needs. There are very effective systems for diagnosing educational needs at an early stage. The process of assessment, target setting and review includes both pupils and parents at all stages.
44. There is an effective policy and sound procedures for child protection, and all members of staff are fully aware of these. The school has an effective race equality policy and action plan. Incidents are carefully recorded if, and when, they arise.
45. The school has undertaken an audit to assess the conditions for disabled access. One ramp has been provided to ensure easy access to the outside demountable classroom and the school is now actively seeking ways to improve access still further.

Leadership and management

46. The overall quality of leadership and management is good with outstanding features and shows that significant improvement has been achieved since the last inspection. The outstanding features include:
 - the first-class leadership provided by the headteacher;
 - the very good support provided by the deputy headteacher; and
 - high quality of governance provided by the governing body.
47. The headteacher provides the school with a very clear sense of direction based on well-established targets for improvement, which are fully understood by all those involved. His influence pervades the whole school and this is recognised by all staff, including non-teaching staff, governors and parents.
48. Fundamental to the school's aims and values is its commitment to ensuring equality of opportunity for all and this is very clearly reflected in all aspects of school life. It applies equally to pupils and to all staff working in the school.
49. The headteacher and the senior management team (SMT) give a clear sense of direction to the school's work and share with other staff a common sense of

purpose for improvement. Members of the SMT meet regularly to set and maintain a strategic lead in school development. Although some subject co-ordinators have only fairly recently taken on their responsibilities, they are fully aware of developments and how they can move their subjects and areas forward.

50. The school shows a strong commitment to developing the expertise of both teaching and support staff. The school meets statutory requirements for reducing workloads. Performance management is an integral part of the school's management procedures and has been very effective in raising the quality of teaching and learning since the last inspection, with the consequent improvement in standards of achievement.
51. The school takes very good account of national priorities, local partnerships and cluster agreements. A well-established and outstanding initiative has been the development of ICT throughout the school. Members of staff have easy and immediate access to appropriate, educational websites. Parents are provided with a wide range of information, including regularly updated, bilingual details on all homework set by class teachers.
52. The highly motivated and enthusiastic governing body is very effective, well informed and closely involved in the life of the school. All statutory obligations are met and regularly monitored. Governors play an important role in setting the school's strategic direction and they monitor the quality of the school's provision effectively. Governance is an outstanding feature of the school.
53. The school displays a positive, self-critical culture where the headteacher, staff and governors have worked hard to improve the quality of education and the standards of achievement since the last inspection. Self-evaluation and planning for improvement are very well embedded in all aspects of the school's work and a culture of high expectation permeates the school's ethos.
54. The school assesses and shares its strengths and areas for development through a well-focused school development plan (SDP). This clearly outlines the school's needs and responsibilities, financial implications and sets precise time-scales. The SDP is a very useful working document with specific measurable success criteria.
55. The self-evaluation report produced by the school prior to the inspection is good with outstanding features. It is a comprehensive document and is the result of an extensive self-evaluation process.
56. The school has responded very well to the key issues identified in the previous inspection report and made very good progress since the last inspection.
57. The school is adequately staffed for the numbers of pupils on roll. All members of staff are suitably qualified and have a range of experience. Their subject responsibilities generally match initial qualifications and interests and they have sufficient knowledge to teach all aspects of the National Curriculum (NC). Support staff are used well within classrooms, they have clear roles, well-defined job descriptions and they make a good contribution to classroom activities.
58. The quality and range of learning resources are good with no important shortcomings.

59. Although members of staff make every effort to improve the internal areas of the school through attractive displays, there are a number of shortcomings in relation to the accommodation: the hall is a narrow corridor which does not provide sufficient space for physical education lessons, and especially for older pupils; the dining area is small; there is a lack of storage space throughout the school; the reception and KS1 classrooms are small and restrict some activities; there is only one toilet available for members of staff; the staff room has to be used on a regular basis for teaching purposes; and one health and safety issue was identified during the inspection and discussed with the governing body.
60. Outside, the playground is small and pupils have to share the yard with a neighbouring school. Morning and afternoon breaks times are often staggered to alleviate the situation. The school and grounds are free from litter and vandalism.
61. Systems for day-to-day financial management are well established and resources are carefully matched to whole-school priorities for development.

Recommendations

In order to build on the considerable improvements made since the last inspection, the school needs to:

R1 respond to the challenge of maintaining good standards and targeting outstanding features in all subject areas;

R2 continue to further develop aspects of the school's assessment procedures;

R3 urgently address the accommodation issues noted in Key Question 7; and

R4 urgently address the health, safety and security issue discussed with the governing body.

Recommendations 2 and 3 are already being prioritised by the school

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

62. The findings of the inspection team do not match the judgement made by the school in its self-evaluation report in that the school graded this key question Grade 2. In arriving at their judgement, the inspection team take particular account of pupils' progress and their continuing high performance in NC assessments.
63. During the time of the inspection, pupils' standards of achievement in the lessons observed are judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
30%	61%	9%	0%	0%

64. These figures are well above the WAG all-Wales 2007 targets for 65% of standards of achievement to be grade two or better.

Areas of learning for the under-fives:

65. Baseline assessments indicate that attainment of basic skills on entry to the school is at least average, but children improve considerably in the reception class. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Desirable Outcomes for Children's Learning.

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

66. In KS1 and KS2, in the subjects inspected, the standards of achievement are as follows:

Subjects	KS1	KS2
Welsh First Language	Grade 1	Grade 1
Mathematics	Grade 1	Grade 1
Art	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Religious Education	Grade 2	Grade 2

67. The under-fives make outstanding progress in all the basic skills. Their progress in the key skills of speaking, listening, reading and writing in Welsh and English and in bilingual competence is outstanding. Their standards in the use of ICT, in numeracy, in personal and social skills, in creative and problem-solving skills are good with outstanding features.

68. In KS1 and KS2, pupils' standards and progress in the key skills of speaking, listening, reading and writing in Welsh and English and in bilingual competence are of outstanding quality. Their standards in the use of ICT, in numeracy, in their personal and social skills and in creative and problem-solving skills are good with outstanding features.
69. Pupils with SEN make very good progress overall and achieve the targets set for them.
70. In KS1 in 2005, the standards in teacher assessments in Welsh and mathematics were well above national and LEA averages. When compared with similar schools, the results were well above average for Welsh and mathematics, and in the third quartile for science. Results have been consistently good and above national averages since 2003. There are no significant differences between the performance of boys and girls.
71. In KS2 in 2005, standards in teacher assessments were well above national and LEA averages, with all the pupils achieving the expected national level of achievement in Welsh, English, mathematics and science. When compared with similar schools, performance in the four subjects was well above average. Standards have been consistently high in the four core subjects for the last three years. There are no significant differences between the performance of boys and girls.
72. Pupils succeed very well regardless of their social, ethnic or linguistic background. All pupils, regardless of age, gender, ability or ethnicity, make outstanding progress in their acquisition of new skills, knowledge and understanding and achieve the targets set for them.
73. Pupils' personal, social and learning skills develop very successfully and this is an outstanding feature of the school. Pupils are very attentive in class and apply themselves conscientiously to their tasks. Invariably, they sustain concentration and work quietly and industriously. They display very positive attitudes to learning and very high levels of interest in their work. They co-operate enthusiastically and work well in groups and in pairs. Pupils' spiritual, moral, social and cultural development is of outstanding quality.
74. Pupils' overall behaviour is exemplary and this is an outstanding feature of the school. They are courteous, very polite, respond very well to the reward systems and display a high level of self-discipline. Throughout the day they move sensibly in and around the school and are eager to assist visitors. As a result, the quality of life within the school is outstanding.
75. Older pupils are sensitive to the needs of younger ones. The school council and the '*Crew Iard*' have an important role to play in maintaining good relationships and ensuring that all have a friend at playtimes and lunchtimes. Pupils take their responsibilities very seriously and show great commitment to their role.
76. Pupils develop a strong sense of citizenship and extend this through taking part in community events, such as Urdd competitions and concerts. They have a very good awareness of equal opportunities issues. They treat adults and peers with respect, whatever their background, and they develop a very good understanding of the need to accept and appreciate diversity within society.

77. They prepare well for effective participation in the workplace and the community. They raise substantial funds for local and national causes.
78. The average attendance for the last three terms preceding the inspection was 95.4%. There is a strong tradition of high levels of attendance in the school. All pupils attend school regularly and arrive punctually at the beginning of the school day.

The quality of education and training

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

Grade 1: Good with outstanding features

79. The findings of the inspection team differ from the school's self-evaluation in that the school judged this key question as Grade 2. Teaching, which is good with outstanding features, is an exceptional aspect of the school.

80. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
60%	33%	7%	0%	0%

81. The quality of teaching far exceeds the WAG target for teaching to be grade two or better by 2007.

82. Outstanding teaching was observed across the school and this has been a key factor in enabling the school to improve so rapidly. There are a number of examples of outstanding practice, which include:

- teachers' planning which is very stimulating and challenging;
- teachers' use of a wide range of very effective teaching methods;
- firm and very consistent behaviour management in most classes;
- teachers nurturing very positive, harmonious relationships in classrooms;
- in each lesson, work planned to support pupils of all abilities and teachers making outstanding provision for pupils' different learning needs;
- teachers' use of ICT, and the interactive whiteboards in particular, which is an outstanding and innovative feature of the school; and
- teachers having up-to-date subject knowledge and using this very effectively in lessons.

83. In the lessons which are judged to be good with no important shortcomings, the following features are noteworthy:

- teachers have well-structured lessons;
- they use a wide range of strategies to ensure that pupils enjoy learning;
- they produce good quality, interesting resources that enable pupils to make good progress in relation to their age and aptitude; and
- they achieve an appropriate balance in class between teacher presentations and learning activities.

84. In the very small number of lessons where good features outweigh shortcomings:

- the pace of learning is inconsistent;
 - teaching does not stimulate pupils to work productively in lessons; and
 - classroom management is not as effective.
85. The quality of assessment, recording and reporting for children in the reception class is accurate, thorough and comprehensive. This is helping teachers to plan meaningful and relevant experiences for their children.
86. The quality of assessment across the rest of the school is good with no important shortcomings. Assessment in the core subjects is based on clear and valid information gathered from a range of sources. Pupils' progress is tracked carefully to enable teachers to match work to pupils' needs and to set targets for learners. This is particularly effective for pupils with SEN. Assessment procedures fully meet requirements.
87. Assessment in the foundation subjects, and portfolios of work in the core and foundation subjects, are developing appropriately. Marking is often of good quality, but there is inconsistent practice throughout the school. Marking does not always guide pupils to help them improve their work.
88. Teachers inform parents and carers about their children's progress at parents' evenings and through annual written reports. The end-of-year reports meet statutory requirements and they provide pupils' with targets for improvement. However, subject comments are often not detailed enough, and particularly for the core subject areas.

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

Grade 1: Good with outstanding features
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89. The findings of the inspection team differ from the school's self evaluation in that the school judged this key question as Grade 2. The curriculum has many outstanding features and is a strength of the school.
90. Overall, the quality and range of the learning experiences available to pupils are very good; the school responds very well to pupils' needs and provides equal access to a broad and balanced curriculum. As pupils move through the school, the curriculum builds systematically on existing knowledge, understanding and skills.
91. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Desirable Outcomes for Children's Learning.
92. The school caters very well for the whole range of pupils' needs, including provision for pupils with SEN, and for those who are gifted and talented.
93. Provision for the development of pupils' basic and key skills is an outstanding feature of the school and is threaded very effectively through teachers' planning in all subjects and areas across the curriculum.
94. The development of pupils' bilingual skills and competence is central to the school's aims and philosophy and is an outstanding feature. It is very effectively promoted in all aspects of the life and work of the school, and there

is a clear emphasis on the study of Welsh heritage and culture within the curriculum. *'Y Cwricwlwm Cymreig'* is firmly embedded in practice and widely celebrated throughout the school.

95. The school provides very good opportunities for out-of-school learning that enrich and extend the curriculum very well. The school makes very effective use of facilities within walking distance of the campus, such as Thomsons Park and Llanofor Hall. Pupils are given opportunities to visit many places of educational interest, such as Techniquet, The National Museum of Wales, the BBC studios in Cardiff, the Chapter Arts Centre, Llancaiach Hall and the Millennium Centre. There are a number of residential courses, at places such as the Urdd Camp in Llangrannog, and regular competitive events at various eisteddfodau throughout Wales.
96. Pupils' experiences are further enhanced and enriched through a variety of extra-curricular activities and tournaments; for example, Dragon Sports, Capital Rugby, Wales Basketball Society, ASA Swimming lessons, Kwik Cricket and football coaching sessions.
97. Provision for pupils' spiritual, moral, social and cultural development is good with outstanding features. Assembly times provide a good opportunity for pupils to reflect on their daily lives. The relationships that exist between the pupils and teachers as well as between the children themselves are very strong features of the school. Pupils are encouraged to be honest, fair, respectful and to behave responsibly.
98. The school provides a very good programme to support pupils' personal and social education. Teachers encourage pupils to be honest and sensitive about their concerns in a variety of different ways. These include school assemblies, school council meetings and during class 'circle time' discussions. Innovative projects, such as the *'Criw Iard'*, provide pupils with very good opportunities to use their initiative and become involved in decision-making.
99. The school benefits from a wide range of links with many providers and interested parties in the locality. Links with teacher and other training institutions are strong, as are links with social and health services. The school's partnership with parents, the local community and the receiving secondary school are good with outstanding features. Parents are kept very well informed of developments in school through regular newsletters, open evenings, personal interviews with members of staff, a useful prospectus and a very comprehensive annual report of the governing body.
100. One notable, outstanding feature of the school is the existence of a very informative and innovative website, with a dedicated area for parents to contact the school on line. This school website enables parents to comment on their children's work, to ask appropriate questions of individual members of staff; to access weekly homework information pages and tasks; and, in addition, there are helpful strategies on line to support non-Welsh-speaking parents. Examples of pupils' work are also displayed on the school website.
101. The school's procedures for promoting equality of access and opportunity are very strong. Pupils, irrespective of their social background, gender or ethnicity, are positively included in all the appropriate school activities. The school teaches pupils to take pride in their school and the local community, to have

respect for one other, and to develop fully as confident citizens. This is an outstanding feature of the school.

102. The school successfully promotes pupils' environmental awareness and positive attitudes to sustainable development. The school is already in the process of applying for an Eco Schools award and there is sufficient evidence to indicate a growing awareness of recycling issues and waste minimization. All children have access to water during the school day, either from the water fountain or from personal water bottles.
103. Several members of staff, including the headteacher, have benefited from secondments in recent years and these have helped to enrich pupils' curricular experiences still further.
104. Very well developed cross-curricular, learning experiences enable pupils to acquire the appropriate knowledge, understanding, skills and attitudes for lifelong learning and community regeneration. Although there are good links with industry, the school acknowledges that this area is developing still further.

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

Grade 1: Good with outstanding features
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105. The findings of the inspection team do not match those made by the school in its self- evaluation report, in that the school judged this key question as Grade 2. The standard of care, guidance and support for pupils is outstanding.
106. Support programmes are carefully planned and integrated into the school's work so that they meet pupils' needs and ensure equality of opportunity. The school has a very positive ethos and all pupils feel valued as individuals. All members of staff know and understand the individual needs of their pupils, and very effectively support pupils' academic and personal progress. Individual success, good achievement and behaviour are celebrated on a regular basis.
107. The school has a strong partnership with parents and carers and works hard to involve them in the education of their children. This is an outstanding feature. Communication both verbal and written is very effective. There is very good daily informal contact, particularly for the younger children. The overwhelming majority of parents are very supportive of the school and have good links with the school.
108. Induction arrangements for young children starting school are carefully planned and implemented and are outstanding features. There are also very good transition arrangements with the secondary school and these very effectively support Y6 pupils as they prepare for their new school. Parents are able to channel any comments or concerns immediately to the school, either on a personal basis or through the school website.
109. The school regularly promotes pupils' personal and social skills through a variety of methods, such as 'circle time', and provides a high level of personal support and guidance for all pupils. Pupils are well aware of school rules and they follow these carefully because they want to support their teachers and to conform to the school's code of conduct. The school's programme for personal and social education takes full account of national recommendations and fully

meets requirements. The school works closely with external support agencies; health care professionals, members of the fire and police services and other speakers regularly visit the school to speak to pupils and to share their experiences and expertise with them.

110. Pupils' behaviour is monitored very closely. Members of staff apply policies for behaviour management consistently and all adults in school are very good role models. Mid-day supervisors carefully monitor pupils' behaviour during the lunch break. Arrangements to encourage pupils to behave well are very effective. There are very effective policies in place to ensure that pupils behave responsibly at all times.
111. The health and fitness of pupils are very important consideration for staff and the school has worked closely with various agencies on a number of initiatives to ensure that early guidance is given to pupils for the creation of a healthy lifestyle. The playing together scheme, '*Criw'r Iard*,' is developing very well to make the school yard an exciting, safe and challenging environment. Recent developments include the lateral climbing wall and ball hoop games.
112. There are very effective policies and systems in place to monitor attendance and punctuality. The educational welfare officer is closely involved in the life of the school. Pupils with good attendance and those with improved attendance are rewarded.
113. Adults in school are very well aware of pupils' particular needs and are very knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy and all staff are aware of issues relating to the well-being of pupils. One health and safety matter was identified during the inspection and shared with the school.
114. An outstanding feature of the school is the very good provision for learners with additional learning needs. There are very effective systems for diagnosing educational needs at an early stage. The process of assessment, target setting and review includes both pupils and parents at all stages. Each pupil with additional learning needs has a detailed individual education plan (IEP), which has specific targets that are achievable and appropriate. The IEPs are of very good quality and they are used by teachers and support staff very effectively to plan pupils' work.
115. The support for pupils who are withdrawn from lessons for brief periods is very well organised and structured. Support staff work very effectively with SEN pupils, they are fully aware of pupils' targets and they respond to their needs very sensitively. Pupils with SEN, through very effective integration into mainstream classes, are given access to a broad and balanced curriculum.
116. There is an effective policy and sound procedures for child protection, and all members of staff are fully aware of these. The school keeps its records confidentially and securely.
117. The school has a clear policy of responding to disruptive behaviour if, and when, the need arises. A good intervention and support programme promptly addresses the needs of pupils whose behaviour impedes their own or other pupils' progress. The use of 'Circle Time' and 'Time Out' strategies proves to be very effective. A number of these issues are also discussed in a mature fashion during school council meetings.

118. The school has an effective race equality policy and action plan. Incidents are carefully recorded if, and when, they arise.
119. The school has undertaken an audit to assess the conditions for disabled access. One ramp has been provided to ensure easy access to the outside demountable classroom and the school is now actively seeking ways to improve access still further.

Leadership and management

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

Grade 1: Good with outstanding features

120. The findings of the inspection team differ from the school's self-evaluation report. The school judged this key question as Grade 2, but the inspection team judged that there are outstanding features in the way that the school is led and managed.
121. The overall quality of leadership and management is good with outstanding features and shows that significant improvement has been achieved since the last inspection. The outstanding features include:
- the first-class leadership provided by the headteacher;
 - the very good support provided by the deputy headteacher; and
 - high quality of governance provided by the governing body.
122. The headteacher provides the school with a very clear sense of direction based on well-established targets for improvement, which are fully understood by all those involved. His influence pervades the whole school and this is recognised by all staff, including non-teaching staff, governors and parents.
123. Fundamental to the school's aims and values is its commitment to ensuring equality of opportunity for all and this is very clearly reflected in all aspects of school life. It applies equally to pupils and to all staff working in the school.
124. The headteacher and the SMT give a clear sense of direction to the school's work and share with other staff a common sense of purpose for improvement. Members of the SMT meet regularly to set and maintain a strategic lead in school development. Although some subject co-ordinators have only fairly recently taken on their responsibilities, they are fully aware of developments and how they can move their subjects and areas forward.
125. The school shows a strong commitment to developing the expertise of both teaching and support staff. The school meets statutory requirements for reducing workloads. Performance management is an integral part of the school's management procedures and has been very effective in raising the quality of teaching and learning since the last inspection, with the consequent improvement in standards of achievement.
126. The school takes very good account of national priorities, local partnerships and cluster agreements. A well-established and outstanding initiative has been the development of ICT throughout all aspects of the school's work. Members

of staff have easy and immediate access to appropriate, educational websites. Parents are provided with a wide range of information, including regular, updated, bilingual details on the most recent homework set by class teachers.

127. The highly motivated and enthusiastic governing body is very effective, well informed and closely involved in the life of the school. All statutory obligations are met and monitored. A very effective committee system is in place and this plays a significant part in reviewing policies and practice. Governors play an important role in setting the school's strategic direction and they monitor the quality of the school's provision very effectively. Governors visit the school regularly and are kept fully aware by the headteacher of all aspects of school life. Governance is an outstanding feature of the school.

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

Grade 1: Good with outstanding features

128. The findings of the inspection team differ from the school's judgement of Grade 2 in its self-evaluation report. The inspection team judged that there are outstanding features in the way that leaders and managers evaluate and improve quality and standards.
129. The school displays a positive, self-critical culture where the headteacher, staff and governors have worked hard to improve the quality of education and standards since the last inspection. Self-evaluation and planning for improvement are very well embedded in all aspects of the school's work and a culture of high expectation permeates the school's ethos.
130. The vast majority of curriculum co-ordinators are well informed about standards in their areas of responsibility. They draw on first-hand evidence in their evaluations of pupils' standards and the results are used very well to inform planning. Most co-ordinators have undertaken very detailed and well-focused surveys of their subjects in line with the inspection key questions; and they have produced very effective action plans, which focus very clearly on improvements in their subjects and aspects.
131. The quality of teaching is very effectively monitored by the headteacher and by curriculum co-ordinators. The school has very well developed arrangements for monitoring its provision, and the emerging sources of information are carefully evaluated and deployed to plan for improvement.
132. The school assesses and shares its strengths and areas for development through a well-focused and purposeful SDP. This clearly outlines the school's needs and responsibilities, financial implications and specific time-scales. The SDP is a very useful working document with specific measurable success criteria. The headteacher and the governing body ensure that good resources are provided to achieve key targets.
133. The self-evaluation report produced by the school prior to the inspection is good with outstanding features. It is a comprehensive document and is the result of an extensive self-evaluation process. It identifies the school's many strengths and certain areas for development and clearly outlines the evidence to support and justify the statements made.

134. The inspection team matched the findings of the school's self-evaluation report for one key question; the inspection team awarded a higher grade for the other six key questions.
135. The school has responded very well to the key issues identified in the previous inspection report and made very good progress since the last inspection. Because of rigorous and outstanding self-evaluation procedures, the standards pupils achieve, the overall quality of teaching, the curriculum, and leadership and management are good with outstanding features.

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

Grade 2: Good features and no important shortcomings

136. The findings of the inspection team match the judgements made by the school in its self-evaluation report.
137. The school is adequately staffed for the numbers of pupils on roll. All members of staff are suitably qualified and have a range of experience. Their subject responsibilities generally match initial qualifications and interests and they have sufficient knowledge to teach all aspects of the national curriculum. An effective in-service training programme ensures that teachers' awareness of new initiatives is good and their managerial skills well developed: all are committed to professional development. Induction arrangements for new staff are effective.
138. The school is acting appropriately in response to the 'reducing teachers' workload' requirements by releasing teachers for non-contact periods. The teachers use these periods effectively.
139. Support staff are used well within classrooms, they have clear roles, well-defined job descriptions and they make a good contribution to classroom activities. The school also makes effective use of individuals and peripatetic teachers to enhance learning.
140. The quality and range of learning resources are good with no important shortcomings. There are Interactive whiteboards in most, but not in all, classrooms, and these contribute significantly to the outstanding use of ICT within the school. The well-stocked libraries provide good facilities for independent research.
141. Although staff make every effort to improve the internal areas of the school through attractive displays, there are many shortcomings in relation to the accommodation: the hall is a narrow corridor and it does not provide sufficient space for physical education lessons, and especially for older pupils; the dining area is small; there is a lack of storage space throughout the school; the reception and KS1 classrooms are small and restrict some activities; there is only one toilet available for members of staff; the staff room has to be used on a regular basis for teaching purposes; and one health and safety issue was identified during the inspection and discussed with the governing body.
142. Outside, the playground is small and pupils have to share the yard with a neighbouring school. Morning and afternoon breaks times are often staggered

to alleviate the situation. The school and grounds are free from litter and vandalism.

143. Systems for day-to-day financial management are well established and resources are carefully matched to whole-school priorities for development. The governing body monitors expenditure effectively and reviews and evaluates the use of resources regularly. The principles of best value are applied well. The school provides good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 1: Good with outstanding features

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

Language, literacy and communication

Grade 1: Good with outstanding features

145. Children listen very attentively to stories and they are able to recall and sequence the story, '*Y Bath Mawr Coch*', in the order in which it happens. They can recall rhymes and songs with actions independently and they are able to re-tell their own experiences very well to the class. They converse very well through the medium of Welsh during whole-class and group activities.
146. Children are able to discuss, converse and analyse events illustrated in displays, pictures and books. They recognise individual words and use pictures as a cue to aid reading. They develop their oral language very well through role-play, both inside and outside the classroom. Children write words and build simple sentences independently.

Personal and social development

Grade 1: Good with outstanding features

147. Children co-operate very well in class and they understand the importance of class rules. Outstanding features are the very close and happy relationships they have with one another and the care and respect they show towards each other.
148. They are aware of the needs of others and act appropriately when playing games in the classroom and during break times on the school yard. When characters from the story, '*Y Bath Mawr Coch*', set the children the problem of creating bubbles for the bath, they are able to share equipment and support the ideas of others very well in groups. They dress themselves independently for outdoor play and for role-play.
149. Children respond to learning experiences with confidence, and they take responsibility for their own possessions.

Mathematical development

Grade 1: Good with outstanding features

150. Children's mathematical development is outstanding. They are able to count confidently to 20 and beyond, order, add and subtract when solving problems up to 10. They recognise simple two-dimensional shapes very well and they are able to describe them with accuracy. They discuss sizes very effectively, for example when playing outdoors in the '*Bath Mawr Coch*', and they solve an increasing range of problems very effectively.
151. They are able to recognise, recreate and repeat patterns, sort objects and explain the reasons for their choice, for example when creating animal characters from beads, and everyday objects. They are able to estimate how much water is needed to create bubbles in the water tray, and they use mathematical language very well.

Knowledge and understanding of the world

Grade 1: Good with outstanding features

152. Children converse confidently about their homes. They are able to respond to questions very well, make very clear observations and express their views about the local community and different parts of the city of Cardiff. They have a very good knowledge of the weather and changes in the seasons and they ensure that the classroom weather chart is maintained daily. They have a very good understanding of time and of sequencing events. They are aware that there are a variety of jobs requiring different uniforms and tools. Their investigative skills are outstanding and they are able to choose suitable materials for planned outcomes. Their information technology skills develop very well; they are able to control the mouse to move objects on the screen; they can create very attractive pictures; and they make very good use of the interactive whiteboard.

Creative development

Grade 1: Good with outstanding features

153. Children work enthusiastically, enjoy role-play and use appropriate language when enacting, '*Y Bath Mawr Coch*'. They move with imagination and confidence in response to a variety of stimuli and they participate enthusiastically during singing sessions. They have a very good understanding of colour and they mix dark and pale yellow colours to create an Easter chick collage. They are able to talk sensibly about the work in progress to an adult and they reflect upon their work in order to improve the finished product. Children make a life-size dragon to celebrate the Chinese New Year out of a range of stimulating materials.

Physical development

Grade 1: Good with outstanding features

154. Children use a wide range of small and large equipment with increasing skill and confidence and they understand and appreciate the differences between running, walking, skipping, jumping and hopping. They are able to interpret vocabulary through movements and respond to a range of positional

instructions. Children move confidently and with a growing sense of control. They make very good use of the space available to them.

Shortcomings

155. There are no important shortcomings.

Welsh first language

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features

156. Across the school, pupils' attitudes towards learning Welsh are very positive and they make very good progress in all aspects of the subject.
157. Pupils' understanding of the language is very good because they listen so well in lessons. In KS1, pupils follow instructions clearly and they respond very quickly to commands.
158. In KS1, most pupils speak clearly in lessons and converse with each other in a natural and easy manner.
159. Reading skills develop very well in KS1. Pupils read for pleasure and they talk sensibly about the books that they are currently reading. They can decode words very well and they enjoy reading during class reading sessions.
160. Writing skills develop very well in KS1. Pupils practise their writing skills regularly and they write stimulating stories as well as interesting poems.
161. In KS2, pupils build on the very good progress that they make in the earlier years. Pupils' listening and speaking skills continue to develop very well. Older pupils talk sensibly about their experiences in school and discuss a range of contemporary topics with visitors. They express preferences clearly and support their viewpoints with well-considered sources of evidence.
162. In KS2, pupils read a wide range of books and discuss the main characters and themes with a rare degree of maturity. They readily engage in class discussions about their favourite authors and compare the strengths of various modern works of fiction.
163. Pupils' writing skills develop very well in KS2. They write in different genres and take great pride in their written compositions. They draft and re-draft their work before submitting the final version for marking. The overall presentation of the work is of outstanding quality.

Shortcomings

164. There are no important shortcomings.

Mathematics

Key Stage 1: Grade 1: Good with outstanding features

Key Stage 2: Grade 1: Good with outstanding features

Outstanding features:

165. All pupils respond very well in oral and mental mathematical sessions. They are keen to participate in lessons and demonstrate a very good knowledge of the language used in mathematics in both key stages.
166. Pupils achieve exemplary standards and progress very well in their knowledge and understanding of mathematics in both key stages.
167. In KS1, the great majority of pupils have a very good understanding of number bonds and patterns. Year 1 pupils are very familiar with numbers to 100. They have a very good sense of place value. Year 2 pupils develop a good understanding of numbers to 1000. They know and are able to apply the two- and 10-times tables.
168. Pupils in KS1 use mathematical vocabulary for two- and three-dimensional shapes very well and understand the operation of multiplication, addition and subtraction. They are able to record numbers that are more or less than any given number.
169. Pupils are able to work very confidently using a time line and they work very well in groups to describe and extend number sequences. They make very effective use of ICT to reinforce, consolidate and extend their mathematical understanding.
170. Pupils in KS1 have a very good understanding of odd and even numbers and they are able to estimate numbers and measurements in a range of practical contexts. They are able to solve puzzles and problems from real-life situations and they can explain to adults how the problems are solved.
171. Pupils in KS2 are very confident working with numbers and they use and apply their knowledge very effectively. Year 3 pupils, in particular, have a very good understanding of place value and they are confident in the use of positive and negative numbers.
172. Year 4 pupils recognise simple fractions and have a very good understanding of time. They are able to tell the time in minutes and they can measure using a range of standard units.
173. Older pupils demonstrate a very good understanding of multiplication, division, and probability problems. Year 6 pupils work confidently in house planning, demonstrating very good understanding of shapes, angles, perimeter and surface area. They have a very good understanding of the relationship between fractions, decimals, and percentages.
174. Pupils generally have well-developed mental mathematics abilities and justify their responses using valid mathematical reasoning. By the end of KS2, most have an impressive array of mathematical techniques for arriving at answers.

Shortcomings

175. There are no important shortcomings.

Art

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

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

Good features

176. The quality of pupils' artwork on display in the classrooms, in the hall and on the school website is of a good standard and well presented. Pupils undertake a wide range of work, which shows a good use of line, tone, shape, form and texture.
177. Key Stage 1 pupils make good progress in the use of pattern and colour. They use two- and three-dimensional models, such as masks, and they produce a full-size Chinese dragon, based on a class theme and story work. Key Stage 1 pupils create good representations of clay pots, which they have seen in Llanofor Hall.
178. Pupils make good use of materials in the local parks for sketching, and they develop their shading and pattern-making techniques well.
179. Key Stage 2 pupils demonstrate good observational skills when copying work by Shiani Rhys Jones and Picasso. Pupils work well through the medium of charcoal and they have a good awareness of the effect of light and shade on an object.
180. Year 4 pupils experiment with different ways of painting portraits and they make good use of portrait images from magazines as a collage for background display.
181. Year 6 pupils prepare careful sketches of statues that they observe in Cardiff Bay. They create intricate models using mud rock, thin wire tissue and plastic.
182. Older pupils in KS2 benefit from working with local artists, and they achieve a good standard of work in creating colourful glass panes for the classroom.
183. In both key stages, pupils work confidently and successfully on computers to create pictures and patterns that show a good understanding of the importance of line and colour.
184. Pupils' standards of achievement improve markedly as a result of visits to art exhibitions, such as Artes Mundi in the National Museum of Wales, and to various art galleries in Cardiff.

Shortcomings

185. There are no important shortcomings.

Physical education

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

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

Good Features

186. In both key stages, pupils are appropriately dressed for activities and they understand that regular physical activities are important for a healthy life-style.

187. Pupils in both key stages undertake 'warm up' activities enthusiastically and understand the purpose of it. They respond well to instructions, showing good sporting behaviour as individuals, in paired activities and in group work.
188. In KS1, pupils show good control when moving around the school yard, using the available space well. They make good progress in exploring movements and they are aware of the required posture to perform successfully.
189. In KS2, pupils respond well to instructions during 'warm-up' sessions and they are able to construct a sequence of movements using a variety of actions successfully. They demonstrate good control and imagination, varying their methods of travelling around the school hall.
190. Pupils in KS2 adapt and refine their movements well as they transfer weight from feet to hands, balancing, rolling and turning as they do so.
191. Pupils in KS2 enthusiastically participate in a number of extra-curricular and competitive activities, which successfully extend the range of pupils' experiences of physical education and enhance the overall standard of their achievements in the subject.
192. Pupils in Y6 have good analytical skills, which they use when evaluating their own and other pupils' performance. Pupils are eager to take turns to observe and evaluate each other's performance.

Shortcomings

193. There are no important shortcomings.

Religious education

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

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

Good features:

194. In both key stages, pupils' knowledge and understanding of places of worship are good and enriched by appropriate visits to the city.
195. Pupils in both key stages have a good knowledge and understanding of Christianity appropriate for their age. Key Stage 1 pupils know about important events that take place in a church and that the Bible is a special book.
196. Across the school, pupils discuss their own feelings and develop an understanding of ideal relationships with others and responsibilities within the community.
197. In KS2, pupils have a good understanding of the life and work of important religious figures in the last century, such as Martin Luther King and Mother Teresa.
198. In KS2, pupils demonstrate a growing awareness of Islam and Judaism. They use the correct vocabulary when discussing the respective ceremonies and symbols associated with these other world faiths.
199. In KS2, more able pupils suggest similarities between different faiths, including belief in God, the importance of prayer and attendance at a place of worship.

Shortcomings

200. There are no important shortcomings.

School's response to the inspection

The governing body would like to congratulate the staff and pupils of Treganna and extend their thanks to the inspection team for the quality of this report.

Appendix 1

Basic information about the school

Name of school	Ysgol Gymraeg Treganna
School type	Primary
Age-range of pupils	4-11
Address of school	Radnor Road Canton Cardiff
Postcode	CF5 1RB
Telephone number	029 2038 3887

Headteacher	Mr R Harries BA. MSc.
Date of appointment	September 1995
Chair of governors	Mrs M Evans
Registered inspector	Dr David G Evans
Dates of inspection	3-5 April 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	0	30	22	30	21	26	23	18	170

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	2	8.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	24
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of School
Autumn 2004		93.09%	96.6%
Spring 2005		94.2%	95.0%
Summer 2005		95.63%	95.7%

Percentage of pupils entitled to free school meals	0.01%
Number of pupils excluded during 12 months prior to inspection	0%

Appendix 3

National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS 1 Results 2005			Number of pupils in Y2:		20		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher Assessment	School	0	0	0	80	20
		National	0	2	11	64	23
We: oracy	Teacher Assessment	School	0	0	0	80	20
		National	1	2	12	63	22
We: reading	Teacher Assessment	School	0	0	0	75	25
		National	0	3	16	59	22
We: writing	Teacher Assessment	School	0	0	0	80	20
		National	1	3	20	65	11
Mathematics	Teacher Assessment	School	0	0	0	80	20
		National	0	2	11	63	24
Science	Teacher Assessment	School	0	0	11	89	0
		National	0	2	10	65	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	89%	In Wales	80%

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 2005			Number of pupils in Y6		25						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	0	27	73
		National	1	1	0	0	1	5	16	46	30
	Test/Task	School	0	0	0	0	0	0	0	24	76
		National	1	1	2	0	0	4	13	42	37
Welsh	Teacher assessment	School	0	0	0	0	0	0	0	44	56
		National	1	0	0	1	1	4	23	49	20
	Test/Task	School	0	0	0	0	0	0	0	44	56
		National	1	1	0	0	1	3	15	49	30
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	44	56
		National	0	0	0	1	1	4	18	45	31
	Test/Task	School	0	0	0	0	0	0	0	44	56
		National	0	1	1	0	0	3	15	43	36
Science	Teacher assessment	School	0	0	0	0	0	0	0	60	40
		National	1	0	0	0	0	2	12	50	35
	Test/Task	School	0	0	0	0	0	0	0	64	32
		National	0	1	0	0	0	1	8	51	39

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	100%	In the school	96%
In Wales	72%	In Wales	72%

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

Appendix 4

Evidence base of the inspection

- A team of three inspectors, who were present for seven inspector days, carried out the inspection.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- 56 questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities, and with support staff.
- School documentation and samples of pupils' work were examined.
- 27 lessons or sessions were observed.

- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break times, at lunchtime and at the end and beginning of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post-inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr David G Evans, Registered Inspector	Context, Summary, Recommendations, Key Questions 1, 2, 5 and 6 Welsh 1st Language. physical education, religious education
Mrs C Griffiths, Team Inspector	Key Questions 3, 4 and 7 the under fives, mathematics, art
Mr G Jones, Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mr R Harries, Nominee	Contributions to all the Key Questions

The contractor was:

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Acknowledgement:

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