

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

A Report on the Quality of Education in

**Adamsdown Primary School
System Street
Adamsdown
Cardiff
CF24 0JF**

School Number: 6812003

Date of Inspection: 28/04/09

by

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Date of Publication: 02/07/09

Under Estyn contract number: 1123308

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Adamsdown Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Adamsdown Primary School took place between 28/04/09 and 30/04/09. An independent team of inspectors, led by Stephen Dennett 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 nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Adamsdown Primary School is an inner-city school situated on the south side of Cardiff city centre. It is housed in a modern, single-storey building in its own grounds. The social and economic backgrounds of pupils are very varied, including a high proportion of economically disadvantaged families. Around 52% are eligible for free school meals, which is above the local education authority (LEA) and national averages.
2. The school provides education for pupils aged three to eleven. Around 31% have been identified as having additional learning needs (ALN), which is above the national average and 2% have statements of special educational need (SEN). About 63% of pupils speak English as an additional language (EAL), mainly Somali, Arabic, Bengali and Czech. A high proportion of pupils are from an ethnic background. No pupils speak Welsh as a first language. No pupils are 'looked after' by the local authority.
3. At the time of the inspection, there were 174 pupils on the school's roll, with 48 children attending part-time in the nursery (24 full-time equivalent). Children in reception are still working towards the desirable learning outcomes. Pupils are taught in single-age classes throughout the school. The number on roll has risen slightly since the school was last inspected in September 2003. The present headteacher took up his post in September 1991.

The school's priorities and targets

4. The school's motto is 'caring, sharing, learning together'. It has set a number of targets in its current school improvement plan (SIP), which include:
 - improving standards in science at key stage 2;
 - implementing the skill-based curriculum;
 - raise standards in assessment throughout the school;
 - improve attendance and punctuality;
 - further raise standards in reading and writing throughout the school;
 - further develop the school's equalities scheme;
 - develop assessment procedures for the Foundation Phase;
 - raise standards in history;
 - raise standards in information and communication technology (ICT); and
 - raise standards in mathematics at key stage 2.

Summary

5. Adamsdown is a good school, which provides its pupils with a high quality education. Standards are rising and pupils make good progress in their learning. Its provision for pupils' care, support and well-being is outstanding. Teachers, support staff and the school's leadership have successfully created an environment where pupils want to learn and feel secure. As a result, all pupils make very good progress in their personal development.

Table of grades awarded

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

6. In the 2008 teacher assessments at the end of Year 2 the school was in the upper 50% compared with schools with a similar number of pupils eligible for free school meals. At the end of Year 6 the school was in the lower 50% in comparison with similar schools.
7. The overall trend at key stage 1 is generally upward and shows a considerable improvement since 2007, but was still below the national average in 2008. Standards at key stage 2 have varied from year to year and have remained below the national average. However, the value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been closed significantly with boys' performance now much closer to that of girls'.
8. The judgements of the inspection team matched those of the school in six of the seven key questions. The team only disagreed with the school over key question 3, which it graded 2 instead of the school's grade 1. This is because the team judged that, although there are areas of strength, there are insufficient outstanding features to warrant the higher grade.

9. Areas of learning for the Foundation Phase and children under five

Area of Learning	Nursery	Reception
Personal and social development, well-being and cultural diversity	2	2
Language, literacy and communication skills	2	3
Mathematical development	2	3
Welsh language development	2	-
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

10. The overall quality of the educational provision for the under-fives in the nursery is appropriate to their needs and children make good progress towards the foundation phase. In Reception, children are making good progress towards the desirable learning outcomes for children aged five.

11. In key stages 1 and 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Information and communication technology	2	2
History	2	2

12. During the time of the inspection, standards of achievement in subjects inspected in 40 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

13. Pupils' achievement in lessons is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. However, it is below the percentage of lessons (12%) in which pupils' achievement is grade 1.

14. The education provided by the school meets the needs of pupils well. Standards are close to age-related expectations and pupils make good progress in relation to their prior attainment and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning targets.

15. Pupils' communication and numeracy skills are good. Their ICT skills are good overall and outstanding in Years 3 and 4. Their bilingual skills are also good throughout the school. Their independent learning and problem-solving skills are well developed, as are their thinking skills.

16. Pupils' attitudes to their work are very positive across the school. In both key stages they are enthusiastic learners who enjoy their work. Behaviour is exemplary and pupils are very polite, friendly and respectful. Their personal,

social, moral and wider development is outstanding. Attendance and punctuality are satisfactory.

17. Pupils' spiritual, social, moral and cultural development is very good. They respond positively in assemblies and reflect on important issues in life responsibly. Their awareness of cultural diversity is outstanding and their awareness of in the workplace is good.

The quality of education and training

Grades for teaching

18. The quality of teaching in the 40 lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

19. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. However, it is below the percentage of lessons (16%) where teaching is grade 1.
20. The teaching of children under five is good overall. Teachers provide sufficient opportunities for pupils to use and develop bilingual skills in all subjects taught.
21. The good and outstanding features of teaching in key stages 1 and 2 include:
- a very effective recall of previous learning experiences;
 - high levels of challenge given to pupils;
 - very good skills and strategies for gaining and maintaining pupils' interest;
 - good opportunities for pupils to reflect and to work independently;
 - high quality interventions by teachers as pupils work on their tasks.
 - the use of a variety of teaching strategies and the use of relevant resources;
 - effective lesson planning with well focused aims shared with the pupils;
 - learning tasks, which meet various needs;
 - good questioning skills; and
 - well structured plenary sessions, which reinforce the lesson aims and the key skills.
22. All teachers are good role models. The quality of the working relationship between them and pupils is very good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively.
23. Learning support assistants (LSAs) are very effective in their roles and make a valuable contribution to the quality of teaching and learning.
24. The quality of assessment, recording and reporting is good and meets statutory requirements. This aspect of the school's work is very well led by the assessment co-ordinator. Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Annual reports to parents are good and meet statutory requirements. They give a very positive and detailed picture of

pupils' progress in all subjects, as well as comments on social and personal development.

25. There is a broad and balanced curriculum which is well planned and meets the needs of the range of pupils and statutory requirements well. This includes outstanding provision for personal and social education (PSE) and religious education. At the foundation phase the provision meets the needs of children well and covers each area of learning. Suitable schemes of work ensure continuity and progression and the newly introduced 'Contexts for Learning' at key stage 2 provides sufficient flexibility to cater for skills development as pupils move through the school. There is good provision for developing pupils' bilingual skills in Welsh and English. Spiritual, moral, social and cultural development is promoted well through a variety of learning experiences and collective worship.
26. The school develops effective links with parents and partnerships with other schools and with the wider community. Information to parents is of good quality. It promotes equal opportunities for all pupils to participate in after school clubs and all other aspects of school life. It is working hard to develop pupils' awareness and understanding of sustainable development and global citizenship and their problem solving and decision making skills.
27. There is an outstanding quality of care, support and guidance for pupils. The school has very good induction programmes to help new pupils to settle in. They feel welcome and are supported by teachers and other pupils. LSAs provide outstanding support, where necessary, in the classroom. The monitoring of attendance and behaviour is good. The school makes the safety and well-being of pupils a priority. This is an outstanding feature.
28. The provision for pupils with ALN is good with outstanding features and the school's procedures for identifying them at an early stage are very effective. Individual education plans (IEP) are clear and record specific targets and required strategies for teaching, together with criteria for the successful achievement of targets and a date for review. Support for pupils with behavioural difficulties is good and is enhanced by well timed co-operation from outside support agencies. Support for pupils with EAL is outstanding and enables them to make very good progress in their acquisition of language.
29. The school promotes very good race relations across the curriculum and in all its activities. The school is committed to working towards racial equality, promoting positive approaches to difference and fostering respect for people from all cultural backgrounds. This is an excellent feature of the school.

Leadership and management

30. The headteacher leads the school well. He has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body (GB). The headteacher is supported well by the deputy headteacher and senior staff. Subject leaders provide effective leadership for their subjects and have good opportunities to monitor standards, teaching and learning. Performance management is conducted well.
31. The GB is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. They make a good

contribution to the self-evaluation process and help set the strategic direction of the school effectively. The GB meets all statutory requirements.

32. The schools' procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information about the school's performance.
33. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are included as targets in the school's improvement plan (SIP). Targets are realistic but challenging. The school has made good progress in addressing most of the key issues raised by the last inspection.
34. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience, which are used well both in lessons and in the provision of extra-curricular experiences. Pupils have access to appropriate learning resources that match the demands of the curriculum; the quantity is generally good and well managed.
35. The accommodation has good features that outweigh shortcomings. The outside area for nursery and reception children is well designed for the introduction of the foundation phase and learning through play. Nevertheless, as the foundation phase develops to include Years 1 and 2 the limited available space will become an issue. Likewise the available space for pupils in key stage 2 is very limited. However, all areas of the school are used well. The buildings are in good decorative order overall and are well maintained.
36. Financial management is good and the school is on course to meet its financial commitments this year. All available resources are effectively managed so that the school achieves good value for money.

Recommendations

In order to raise standards further and improve provision, the school needs to:

- R1 continue to raise standards children's literacy and numeracy skills in Reception ;
- R2 seek further ways to improve attendance; and
- R3 explore ways in which the accommodation can be further developed to provide more space for the full implementation of the skills-based curriculum and the foundation phase.

Aspects of the above recommendations have been identified in the SIP.

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

37. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
38. During the time of the inspection, standards of achievement in the subjects inspected in 40 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

39. Pupils' achievement in lessons is higher than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. However, it is below the percentage of lessons (12%) in which pupils' achievement is grade 1.
40. In the 2008 teacher assessments at the end of Year 2 80% of pupils achieved the expected level 2 in English. In mathematics and science 90% achieved level 2. Seventy-five per cent of pupils achieved at least level 2 in all three core subjects (the core subject indicator). This places the school in the upper 50% compared with schools with a similar number of pupils eligible for free school meals.
41. In the 2008 teacher assessments at the end of Year 6 63% of pupils achieved the expected level 4 in English and mathematics. In science, 67% achieved level 4. In the core subject indicator, 56% of pupils achieved level 4, which places the school in the lower 50% compared with similar schools.
42. The overall trend at key stage 1 is generally upward and shows a considerable improvement since 2006, but was still below the national average in 2008. Standards at key stage 2 have varied from year to year and have remained below the national average. However, the value added to pupils' learning as they move through the school is good. There has been a significant difference in the performance of boys and girls at key stage 2, but this gap has now been closed significantly, with boys' performance now much closer to that of girls.
43. The school has set realistic and challenging targets in English, mathematics and science for 2009. In 2008 the school met its targets in all core subjects at both key stages.

44. Areas of learning for the Foundation Phase and children under five

Area of Learning	Nursery	Reception
Personal and social development, well-being and cultural diversity	2	2
Language, literacy and communication	2	3
Mathematical development	2	3
Welsh language development	2	-
Knowledge and understanding of the world	2	2
Creative development	2	2
Physical development	2	2

45. The overall quality of the educational provision for the under-fives in the nursery is appropriate to their needs and children make good progress towards the foundation phase. In Reception, children are making good progress towards the desirable learning outcomes for children aged five.

46. In Key Stage 1 and Key Stage 2, pupils' achievement in the subjects inspected are as follows:

Subject	Key Stage 1	Key Stage 2
English	2	2
Mathematics	2	2
Science	2	2
Information and communication technology	2	2
History	2	2

47. The education provided by the school meets the needs of pupils well. Standards are close to age-related expectations and pupils make good progress in relation to their prior attainment and capabilities. As a result, their achievement is good. Most achieve or exceed their agreed learning goals.

48. Pupils' communication and numeracy skills are good. Their ICT skills are good overall, and outstanding in Year 3 and 4. Their bilingual skills are also good throughout the school. Their independent learning and problem-solving skills are well developed, as are their thinking skills.

49. Pupils' attitudes to their work are very positive across the school. In both key stages they are enthusiastic learners who enjoy their work.

50. Behaviour is exemplary and pupils are very polite, friendly and respectful.

51. Pupils' attendance and punctuality has good features which outweigh shortcomings. The average level of attendance for the three terms prior to the inspection was 91% , which is below the national and LEA averages. Most pupils attend school regularly and are usually punctual at the start of the day.

52. Pupils' spiritual, social, moral and cultural development is very good. They respond positively in assemblies and reflect on important issues in life responsibly.

53. Pupils' awareness of cultural diversity is outstanding and their awareness of in the workplace is good.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

54. The findings of the inspection team match the judgement made by the school in its self-evaluation report.

55. The quality of teaching observed in lessons was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	85%	5%	0%	0%

56. The quality of teaching in the lessons observed is higher than the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. However, it is below the percentage of lessons (16%) where teaching is grade 1.

57. The teaching of children under five is good overall. Teachers, support staff and volunteers work effectively as a team to provide a wide range of purposeful learning tasks for nursery and reception children. This ensures that learning is well focused on the development of communication, language and personal and social skills development.

58. The good and outstanding features of teaching in key stages 1 and 2 include:

- a very effective recall of previous learning experiences;
- high levels of challenge given to pupils;
- very good skills and strategies for gaining and maintaining pupils' interest;
- good opportunities for pupils to reflect and to work independently;
- high quality interventions by teachers as pupils work on their tasks.
- the use of a variety of teaching strategies and the use of relevant resources;
- effective lesson planning with well focused aims shared with the pupils;
- learning tasks, which meet various needs;
- good questioning skills; and
- well structured plenary sessions, which reinforce the lesson aims and the key skills.

59. Where teaching has shortcomings, the pace of lessons is too slow and there is too much direction by teachers, which restricts pupils' independent learning skills.

60. Teachers are good role models. The quality of the working relationship between them and pupils is very good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively. The atmosphere in classes is calm and conducive to learning. Teachers generally have high expectations and pupils' efforts are frequently praised. High priority is given to the promotion of equal opportunities.

61. Teachers have a good knowledge and understanding of the subjects they teach and are aware of recent curriculum initiatives and developments. Lesson

- plans clearly state what pupils will learn. Planning in most instances takes account of the needs of individual pupils, including those with ALN and EAL.
62. Teachers provide good language models for pupils to copy. Incidental Welsh is used regularly by teachers and teaching assistants in the day-to-day routines. Teachers provide sufficient opportunities for pupils to use and develop bilingual skills in all subjects taught.
 63. LSAs are very effective in their roles and make a valuable contribution to the quality of teaching and learning. The majority are capable and knowledgeable and make a significant contribution to pupils' achievements and personal well-being.
 64. The quality of assessment, recording and reporting is good and meets statutory requirements. This aspect of the school's work is very well led by the assessment co-ordinator. Assessment for children under five is good and baseline results are used very well to guide and support children's needs. In both key stages, the school has employed a number of systems to use as diagnostic and analytic tools.
 65. Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Pupils' progress is assessed regularly throughout the academic year through the use of teachers' assessments, a range of appropriate standardised tests and day-to-day procedures. There are appropriate arrangements, based on standardisation and moderation, to strengthen teachers' assessments at all key stages. At its best, analysis of data recorded is used appropriately to set targets for improvement in a way that effectively builds on previous learning.
 66. Pupils' work is regularly marked, often with encouraging comments. The best marking gives sufficient guidance on what pupils need to do to improve and promotes recorded response from pupils.
 67. Annual reports to parents are good and meet statutory requirements. They give a very positive and detailed picture of pupils' progress in all subjects, as well as comments on social and personal development.

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.

68. The findings of the inspection team do not agree with the grade 1 awarded by the school in its self-evaluation report. This is because the team judged that, although there are areas of strength, there are insufficient outstanding features to warrant the higher grade.
69. There is good provision to meet the needs of the range of pupils. There is a broad and balanced curriculum which is well planned and meets statutory requirements. This includes outstanding provision for PSE and religious education.

70. At the foundation phase the provision meets the needs of children well and covers each area of learning. All children are given a good start in school and those in nursery have access to well planned activities both indoors and outdoors. Curriculum policies are clear and ensure all pupils have full access.
71. Suitable schemes of work ensure continuity and progression and the newly introduced 'Contexts for Learning' at key stage 2 provide sufficient flexibility to cater for skills development as pupils move through the school by setting out a sequence of skills development, providing clear objectives and suggesting resources and organisational strategies. There is a good emphasis on developing pupils' key skills and the school has used the opportunity presented through the new skills-based curriculum, to develop more active and independent learning, using a thematic approach.
72. The school makes good provision for developing pupils' bilingual skills in Welsh and English. Effective use is made of wall displays and signs around the school to promote the Welsh language and culture. The requirements for the Cwricwlwm Cymreig are met well and events, such as St David's Day, are celebrated as part of the multicultural life of the school. A good range of Welsh artists and musicians are studied in lessons.
73. Pupils are given the opportunity to engage in a wide range of extra-curricular activities, including out of school trips and visits. They benefit from a variety of visitors to the school, and this helps to develop their awareness of their local community.
74. Pupils' spiritual, moral, social and cultural development is promoted very well through a variety of learning experiences. Members of staff provide good role models and pupils are actively encouraged to mix harmoniously. The school promotes sound moral values and staff work very well to create a happy, secure and positive environment. Acts of collective worship meet statutory requirements and give appropriate time for reflection.
75. The school has a good partnership with parents and the local community. Information to parents is of good quality and provides useful detail about the school. Pupils also work closely with the Adamsdown Community Project to further their sense of community.
76. Parents are supportive of the school and have ready access to the headteacher and staff. Good pastoral and administrative links have been developed with the local comprehensive school to which most pupils transfer. There are developing links with employers to support staff training and development through teacher placement.
77. The school promotes equal opportunities for all pupils to participate in the after school clubs and all other aspects of school life. These clubs and activities help develop pupils' skills and relationships with one another and complement and extend the curriculum. The school tackles social disadvantage in this positive manner.
78. The school is working hard to develop pupil's awareness and understanding of sustainable development and global citizenship. The school has been accredited with 'Green Flag' status. There are good schemes of work for geography and PSE, together with the sustainability development policy, and staff attend courses that help promote this area. The school is involved in

various recycling schemes. There is an eco committee which meets in school. It monitors closely the school's consumption of energy and water, and produces displays.

79. The school is developing pupils' problem solving and decision making skills for later life needed to support economic development. Homework helps them prepare for the next phase of their education. Management of the healthy tuck shop helps them understand some aspects of this area, although it is relatively underdeveloped.

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

Grade 1: Good with outstanding features.

80. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
81. There is an outstanding quality of care, support and guidance for pupils at the school. The school manages its care arrangements very effectively and makes good use of support services. Pupils feel that the school and staff work hard at helping them to raise their levels of achievement.
82. The school has very good induction programmes to help new pupils settle into school. Pupils feel welcome and are supported by teachers and peers. Nursery and reception children have staff available to help and support them. The school has good links with social services and specialist agencies for those who need this kind of help. LSAs provide outstanding support for pupils, where necessary, in the classroom.
83. The monitoring of pupils' attendance and behaviour is good. The school has a comprehensive procedure for ensuring good attendance and behaviour with reward systems in place for both. It has an established structure to support those with attendance problems. Patterns of absence are monitored systematically. The school refers pupils with persistent absences to the education welfare officer.
84. The school makes the safety and well-being of pupils a priority. This is an outstanding feature of the school. There are appropriate arrangements that encourage and enable learners to be healthy. The school has received its fourth 'Healthy School' award and physical activity, fitness as well as healthy eating and drinking are evident in the school. There is an effective policy and staff and pupils have a very good awareness of health and safety around the school. Appropriate arrangements are in place for those who are unwell or have had an accident. Risk assessments are completed by staff to ensure pupil safety. The school's nutritional action group, food and fitness committee, is an outstanding feature.
85. The school has an effective policy and sound procedures for child protection. All staff are given guidance and are aware of the procedures for reporting and recognising the signs and symptoms of abuse. Training is provided to school staff to keep up to date.

86. The provision for pupils with ALN is good with outstanding features. The school's procedures for identifying pupils with ALN at an early stage are very effective. Very good use is made of baseline assessment and teachers' early monitoring to identify those who would benefit from additional support and from the provision of an IEP. They are clear and record specific targets and required strategies for teaching, together with criteria for the successful achievement of targets and a date for review.
87. Support for pupils with behavioural difficulties is good, and is enhanced by well timed co-operation from outside support agencies. Support for pupils with EAL is outstanding and enables them to make very good progress in their acquisition of language.
88. The school actively promotes gender equality well and there is no stereotyping of boys and girls in the curriculum or in the school generally.
89. The school promotes very good race relations across the curriculum and in all its activities. It has a good race equality policy in place. It also has a good anti-bullying policy and is proactive with outside agencies. Pupils are encouraged to explore and discuss issues of bad behaviour, bullying and all forms of harassment. Any incidents are investigated, discussed with parents and recorded. The school council is proactive in this area and discussions on bullying occur during PSE lessons. The school's 'mission statement'. 'caring, sharing, learning together' is effectively carried out in practice.
90. The school council is well run and make a good contribution to the smooth running of the school. It acts as a voice for pupils' concerns and has made some good suggestions as to how provision can be improved.
91. Arrangements are made with pupils with disabilities to ensure that they are not being treated less favourably than other pupils. There is an access and disability policy in place. The school's disability equality scheme and action plan are clear on disability issues. The school has taken steps to eliminate any discrimination through stories, collective worship and behaviour in the classroom. Pupils are encouraged to understand that they share a world and that difference is something to be welcomed and valued.
92. The headteacher and staff undergo training courses on racism and recognising and respecting diversity in society. The school is committed to working towards racial equality, promoting positive approaches to difference and fostering respect for people from all cultural backgrounds. This is an excellent feature of the school.

Leadership and management

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

Grade 2: Good features and no important shortcomings

93. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
94. The headteacher leads the school well. He has a clear sense of purpose and direction which is effectively communicated to all staff and the GB. All staff are aware of the school's aims and values and are fully committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school.
95. The school's outstanding commitment to equality of opportunity is demonstrated in the very good progress made by pupils with EAL and the way in which pupils from different ethnic backgrounds are rapidly accepted into the life of the school.
96. The headteacher is supported well by the deputy headteacher and senior management team. Subject leaders provide effective leadership for their subjects and have good opportunities to monitor standards, teaching and learning. The leadership of the school has set and achieved a series of realistic and challenging targets for pupils' achievement.
97. The school takes appropriate account of national priorities. An action plan is in place for the implementation of the Foundation Phase and the revised curriculum and good progress is being made implementing these initiative. However, limitations in the buildings means that some aspects of the skills-based curriculum and the foundation phase cannot be as fully implemented as the school would like.
98. Performance management is conducted well and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual.
99. The GB is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. They make a good contribution to the self-evaluation process and help set the strategic direction of the school effectively. The GB meets all statutory requirements.

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

Grade 2: Good features and no important shortcomings

100. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
101. The schools' procedures for self-evaluation are good. Systems are well developed and enable staff to monitor pupils' progress and gather detailed information. Leaders are well informed about the school's performance and

subject leaders have developed detailed action plans, which are rooted in careful monitoring of standards and provision.

102. Good account is taken of the view of all interested parties. Pupils are consulted through the school council, which provides a very good 'voice' on pupils' affairs. Parents are contacted regularly for their views and the school make good use of translation services to ensure parents have information in their home language. There are good links with the high school, other schools in the area and the LEA. All are well informed about the school's procedures for self-evaluation.
103. The self-evaluation report produced for the inspection was a well written document, which clearly expressed its view about the school's performance and provision. The judgements of the inspection team matched those of the school in six of the seven key questions. The team only disagreed with the school over key question 3, which it graded 2 instead of the school's grade 1. This is because the team judged that, although there are areas of strength, there are insufficient outstanding features to warrant the higher grade.
104. The information gathered through self-evaluation is directly used to develop strategic planning. Areas identified as being in need of improvement are effectively included as targets in the SIP. Targets are realistic but challenging. There are several areas where the school can demonstrate that the actions it has taken have resulted in measurable improvement. For example, standards in reading have improved considerably since the introduction of daily guided reading sessions throughout the school. The school has made good progress in addressing most of the key issues raised by the last inspection.

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

Grade 2: Good features and no important shortcomings

105. The findings of the inspection team match the judgement made by the school in its self-evaluation report.
106. The school has an appropriate number of teachers who are suitably qualified. They have a good range of expertise and experience, which are used well both in lessons and in the provision of extra-curricular experiences.
107. The quality of pupil support given by dedicated LSAs is a real strength of the school. They are deployed well and their quality has enabled the school to plan effective support strategies.
108. A range of training opportunities ensures that teachers' and LSAs' needs and school priorities are met well. All staff benefit from appropriate training that improves their expertise in different curriculum areas and has a positive impact on standards. In addition, whole school training addresses priorities indicated in the SIP.
109. Periods for teachers to have time for planning, preparation and assessment are covered very effectively. Close liaison between the teachers who cover lessons and class teachers ensures that pupils benefit from their interests and expertise and that there is continuity in the provision and maintenance of good

standards. The school has effectively allocated and used resources for workforce remodelling.

110. All teaching and support staff undertake relevant training which contributes significantly to pupils' learning.
111. Kitchen staff, clerical staff and volunteer helpers all carry out their duties conscientiously; they make a valuable contribution to school life and are well respected.
112. Pupils have access to appropriate learning resources that match the demands of the curriculum; the quantity is generally good and well managed. New materials are purchased according to priorities on the SIP. The school library is well resourced which contributes to the raising of standards.
113. The accommodation has good features that outweigh shortcomings. The outside area for nursery and reception children is well designed for the introduction of the foundation phase and learning through play. However, as the foundation phase develops to include Years 1 and 2 the limited available space will become an issue. Likewise the available space for pupils in key stage 2 is very limited. Nevertheless, all areas of the school are used well. The buildings are in good decorative order overall and are well maintained. Various displays in the classrooms and other areas of the school enhance the learning environment.
114. Financial management is good and the school is on course to meet its financial commitments this year. Priorities are set by the headteacher and the GB finance committee. Good financial protocols enable the headteacher to manage the financial implications of maintaining a very good level of staffing and updating equipment to meet the requirements of the foundation phase. All available resources are effectively managed so that the school achieves good value for money.

Standards achieved in subjects and areas of learning

Under 5s

Grade 2: Good features and no important shortcomings

Personal and social development, well-being and cultural diversity

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Nursery

Good Features

115. Children are happy and comfortable in the nursery environment and they play well together. They show a natural curiosity in their surroundings and an interest in their friends and peers. Some put on and take off their wet weather clothes independently. They concentrate for short periods of time and listen

carefully during these periods. They are given many opportunities to experience other cultures first hand.

Shortcomings

116. There are no important shortcomings.

Reception

Good features

117. Children in reception begin to show good levels of perseverance when engaged in their tasks. They are beginning to concentrate for longer periods of time. They socialise well with each other and demonstrate respect for different cultures and customs. They behave courteously and respectfully towards adults and other children. They take turns and share together.

Shortcomings

118. There are no important shortcomings.

Language, literacy and communication

Nursery: Grade 2: Good features and no important shortcomings
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Reception: Grade 3: Good features outweigh shortcomings
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Nursery

Good features

119. Most children have good language skills and make good progress, particularly those whose first language is not English. They enjoy singing simple songs and rhymes with their friends and with adults. They enjoy engaging in mark making, both indoors and outdoors. They begin to understand that letters and words communicate meaning. They express themselves with confidence.

Shortcomings

120. There are no important shortcomings.

Reception

Good features

121. Children in reception have good listening skills and express themselves with more confidence. They recognise initial letter sounds and some begin to write simple words independently using their phonic knowledge. They begin to understand some of the purposes of writing and were keen to fill in forms in their animal hospital as part of their role play.

Shortcomings

122. Children in reception find it difficult to express themselves clearly when using the outdoor environment.

Mathematical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 3: Good features outweigh shortcomings

Nursery

Good features

123. Children in Nursery count objects to five confidently in both English and Welsh. They can correctly match these numbers to numerals. They count to 10 and enjoy number rhymes in English and Welsh. They use comparative language such as 'big' and 'small'.

Shortcomings

124. There are no important shortcomings.

Reception

Good Features

125. Children in reception count to 10 and can count backwards from 6. They recognise numbers when written and develop knowledge of one to one correspondence. They enjoy engaging in mathematical activities and enjoy their role play using these concepts.

Shortcomings

126. In reception, children's understanding of number is limited.

127. In reception, children's formal mathematical skills are developing too slowly to prepare them well for their next stage of learning.

Welsh Language Development

Nursery: Grade 2: Good features and no important shortcomings

Nursery

Good features

128. Children in nursery have a growing vocabulary in Welsh. They show confidence when they repeat rhymes and songs in Welsh and they join in with enthusiasm. They have a basic understanding of simple Welsh phrases and count up to five in Welsh using their fingers to match numbers.

Shortcomings

129. There are no important shortcomings.

Knowledge and Understanding of the World

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Nursery

Good features

130. Children enjoy playing in the puddles and investigating their surroundings both indoors and outdoors. They enjoy a range of learning experiences which give them opportunities to develop their problem solving skills. They have a developing understanding of the seasons and develop concepts of 'yesterday', 'today' and 'tomorrow'. They understand simple cause and effect and describe what happens to an egg when it is cooked.

Shortcomings

131. There are no important shortcomings.

Reception

Good features

132. Children begin to develop good observation skills and describe from first hand experience how chicks are born and from whence they come. They show a great curiosity and respect for living creatures. They describe the weather in both English and Welsh. They know from their role play area, and from their observations with the chicks what animals need to live and to grow.

Shortcomings

133. There are no important shortcomings.

Creative Development

Nursery: Grade 2: Good features and no important shortcomings
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Reception: Grade 2: Good features and no important shortcomings
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Nursery

Good features

134. Children in nursery begin to play co operatively when engaged in activities. They enjoy singing simple rhymes and respond well using their voices. They use a range of materials to create pictures and make models using clay. They enjoy using the role play area and dressing up and playing outside in the rain.

Shortcomings

135. There are no important shortcomings.

Reception

Good features

136. Children in reception create representations and pictures using paint and other media. They enjoy singing and join in with simple rhymes sung by the class. They take on the role of the 'doctor' in the animal hospital and enjoy their role play area.

Shortcomings

137. There are no important shortcomings.

Physical Development

Nursery: Grade 2: Good features and no important shortcomings

Reception: Grade 2: Good features and no important shortcomings

Nursery

Good features

138. Nursery children move confidently and demonstrate good co-ordination when climbing, running and walking. They use the outdoor space to maximum effect and have a good awareness of space and their gross motor skills develop well. They demonstrate confidence and co-ordination when riding their tricycles.

Shortcomings

139. There are no important shortcomings.

Reception

Good features

140. Children in reception describe what they need to grow and to be healthy. They demonstrate good co-ordination when in the role play area and their fine motor skills develop well through their use of different tools. They have a good understanding of positional language.

Shortcomings

141. There are no important shortcomings.

English

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

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

Good features

142. Overall standards are close to age-related expectations at both key stages and pupils make good progress throughout the school.

143. Standards in listening are good in both key stages. In key stage 1 most pupils take turns and listen carefully to their teachers' instructions and the ideas of others. In key stage 2, they listen attentively and show an appreciation of the contributions of their peers.

144. Standards in speaking are good in both key stages. Pupils in key stage 1 demonstrate a growing understanding of the importance of expressing their ideas fully by beginning to apply aspects of standard spoken English correctly. They use increasingly complex language to express themselves with growing confidence. Those with EAL make very good progress in their acquisition of spoken English throughout the school.

145. In key stage 2 pupils discuss their activities well in groups when given the opportunity. When working in groups, the majority demonstrate that they are

- able to articulate their ideas with confidence and clarity. They communicate well with peers and adults. They formulate questions carefully when asking a visiting 'pirate' about his experiences in the Caribbean as part of their project.
146. Standards in reading are good throughout the school. Most pupils in both key stages make good progress with reading in relation to their abilities. The more able in key stage 1 recognise humour in texts and read with expression when using picture books they have chosen themselves.
147. Pupils in key stage 2 continue to read from a structured reading scheme supplemented by books from the school and local libraries. Older and more able readers read from a broader range of texts with increasing fluency and accuracy. They read for pleasure and information and know where to find reference books in a library. They demonstrate good information retrieval skills and know well how to find specific information in reference books. They read fluently and expressively, demonstrating interest in the text.
148. In key stage 1, pupils' writing is good. Younger ones move from 'underwriting' to writing sentences independently. The more able older ones write sentences which are demarcated by spaces, capital letters and full stops, demonstrating a basic understanding of grammar. They also use apostrophes and question marks accurately in grammar exercises. Spelling is usually accurate.
149. In key stage 2 writing is good. Pupils write with increasing accuracy according to their abilities. They write in a wider range of different forms including reports and poetry, and begin to develop cursive writing. Pupils in Year 5 and 6 produce a wider range of writing in different forms which are suitable for the task. This includes play scripts, letters and re-writing stories for a different audience. They make effective use of ICT to produce brochures using persuasive language.
150. Pupils at the end of the key stage punctuate accurately and use inverted commas correctly. Most write poetry which makes effective use of descriptive vocabulary. They edit and re-draft their work and write reports in an appropriate style, as well as biographies and autobiographies and there are some examples of good creative and extended writing. Many demonstrate an awareness of paragraphs and use them more frequently and effectively. The writing of older pupils is generally accurate and their work is presented neatly.

Shortcomings

151. There are no important shortcomings.

Mathematics

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

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

Good features

152. In key stage 1 many pupils add and subtract accurately within 10 and by the end of Year 2 they add and subtract up to 100. They recognise a missing number in a sequence of numbers and make complex repeated patterns. They

- know how to find a total when carrying out money calculations and give change correctly. By the end of the key stage, they are developing a range of mental strategies to solve problems. They count forwards and backwards from different numbers and their knowledge of place value develops well.
153. In both key stages pupils make effective use of counting strategies and adapt them well to complete work in mental mathematics. They successfully apply their mathematical skills well in practical tasks across the curriculum. They discuss their work using appropriate mathematical language.
154. In key stage 2 pupils' mathematical vocabulary develops well. They answer questions confidently explaining in detail the mathematical processes they have used. Pupils show an increasing ability to work with larger numbers and most record their work neatly and accurately. They respond well during mental and oral activities and they answer and ask questions to confirm their understanding. Many begin to apply these skills successfully. They carry out investigations and solve mathematical problems confidently using a good range of strategies.
155. Younger pupils in key stage 2 make good progress in their understanding of number. They handle large numbers confidently and use a variety of strategies when computing mentally. They use the four operations of addition, subtraction, multiplication and division confidently and accurately.
156. Across both key stages pupils gain an increasing understanding of time. Older pupils in key stage 2 solve problems relating to 24-hour timetables with increasing confidence.
157. Older pupils in key stage 2 recognise and use fractions and decimals. They understand the concept of mean, median and mode and are able to calculate averages. They have a good understanding of two and three dimensional shapes and their properties.

Shortcomings

158. There are no important shortcomings.

Science

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

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

Good features

159. In key stage 1 pupils use a good range of sources, which include reference books and ICT, to obtain information and communicate their ideas effectively using simple diagrams, graphs and tables. With teachers' support, they plan and carry out a good number of investigations demonstrating a good understanding of the requirements of fair testing. They use their knowledge and understanding very effectively to make sensible predictions about the likely outcome of their investigations. They discuss their work confidently, record their results on pre-prepared worksheets and offer simple explanations of what they have discovered.

160. Pupils in Year 1 correctly identify the parts of a plant. They know that flowers contain pollen that is spread by insects. They also know that roots convey water and nutrients to the plant and that plants need water, light and food to grow. In Year 2, they experiment with materials to test them for strength. They make systematic observations and measurements and communicate their findings effectively using text and tables.
161. Younger pupils in key stage 2 are able to speak confidently about mini-beasts. They describe the different characteristics of animals and their likely environment. They use good ICT skills when researching the internet to complete a classification table. They also use digital cameras to record their findings.
162. Older pupils in key stage 2 use and understand appropriate scientific language in their work on forces, such as 'displacement' and 'up-thrust'. They use scientific knowledge to explain their findings and justify their hypotheses when undertaking investigative work. They have a good recall and understanding of previous work and predict, measure and control variables with growing skill. A significant number are clear and concise in their conclusions.

Shortcomings

163. There are no important shortcomings.

Information and communication technology

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

164. In key stage 1 pupils use an appropriate range of equipment and software with increasing skill in a variety of contexts. They create pieces of written work independently on the screen, adapting the text as required and printing it.
165. Pupil use appropriate programmes correctly to produce drawings and for word processing purposes. They are able to follow the menu and the instructions in multi-media packages with a fair degree of independence and these activities promote the development of their literacy and numeracy skills.
166. Older pupils in key stage 1 give suitable instructions to a floor robot. They work out how to program it and make it move across the floor. They understand that they need to calculate how many moves forward it needs to make it reach a card. They write lists of instructions, using simple symbols.
167. In key stage 2 pupils are confident users of equipment and software and have good keyboard skills. They communicate and exchange information effectively in different forms, including text, graphs and pictures.
168. In Years 3 and 4 pupils have very well developed skills. They use digital cameras to produce animations of 'Travels around the Solar System' and games in the park, for example. They evaluate their work effectively and suggest ways in which it can be improved.

169. Older pupils in key stage 2 make effective use of spreadsheets to calculate information in a table. Standards in data handling are good and pupils use their numeracy skills well to create formulae to add up rows of data. They recognise that poor data results in poor results, so they have methods to see that their outcomes are reasonable.
170. Older pupils also make good use of digital cameras and recording programs to provide sound tracks for their animations. They also record their interviews with a 'pirate' and use them to review his answers. Their technical ability is well developed.
171. Throughout the school, pupils make good use of the internet to email other pupils and to search for information. They develop good skills in searching, selecting and sifting information to find which is the most relevant. They are well aware of internet safety and follow the school's guidance when 'on line'.

Shortcomings

172. There are no important shortcomings.

History

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

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

Good features

173. Pupils in Year 1 develop a sense of chronological awareness and make a distinction between past and present in their own and other people's lives. They are beginning to recognise which toys belong in the past and which belong in the present. They begin to use a simple time line and describe the differences that have occurred in Cardiff Castle over time.
174. Pupils in Year 2 continue to develop their sense of chronology. They order cars from the past up to the present and their sense of historical enquiry develop well. They complete a family tree appropriately.
175. In key stage 2 pupils correctly place periods of history studied in relation to the present day. In Years 3 and 4 pupils extract information from Cardiff census returns. They compare contrasting localities in the nineteenth century and identify change, based on photographic evidence. Most use a timeline to show the chronology of the Victorian period and they pinpoint events appropriately. Pupils in Year 4 extract information from a range of sources.
176. In Years 5 and 6 pupils discuss important events and demonstrate their understanding of chronology effectively. They research the effects of changes from different periods in history and how these changes have affected life today. Pupils in Year 6 identify the difference in values believed by pirates in the past and people today. A good feature is the way in which they develop their understanding of pirates in the past through role play and drama.

Shortcomings

177. There are no important shortcomings.

School's response to the inspection

178. The governors and staff have considered the outcomes of the inspection and are delighted that the findings acknowledge that Adamsdown Primary is a good school which provides its pupils with a high quality of education.
179. We have always been proud of our children. They should be congratulated that their attitudes to their work are very positive across the school. They are enthusiastic learners who enjoy their work. Their behaviour is exemplary and they are very polite, friendly and respectful while their awareness of cultural diversity is outstanding.
180. We are pleased that the inspection team found that the quality of teaching is higher than the national average and that staff have successfully created an environment where pupils want to learn and feel secure.
181. We are especially happy with the recognition given to the caring and supportive ethos of the school based on our school motto, 'Caring, sharing, learning together', in that the care, support and guidance in school are recognised as being outstanding and that support for pupils with additional needs is also outstanding.
182. Whilst celebrating a very positive report, we recognise that there is always the opportunity for further improvement. The governing body and headteacher accept that in order to further raise standards to improve the school, we will need to implement an action plan to address two of the recommendations incorporated into the report, while the third will require the support of the LEA. As noted by the inspection team these aspects have already been identified in the current school improvement plan.
183. A copy of the school's inspection action plan will be sent to all parents.
184. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Adamsdown Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	System Street Adamsdown Cardiff
Postcode	CF24 0JF
Telephone number	02920 493600

Headteacher	Mr John Evans
Date of appointment	September 1991
Chair of governors	Mr Ian Whittaker
Registered inspector	Mr Stephen Dennett
Dates of inspection	28-30 April 2009

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	24	27	19	29	22	30	21	26	198

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	4	11

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	17.5:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	25
Teacher (fte): class ratio	1.4:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	81.3	92.3	91.0
Autumn 2008	84.5	85.5	89.7
Spring 2009	80.4	89.3	92.6

Percentage of pupils entitled to free school meals	52
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					20
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0.0	5.0	15.0	80.0	0.0	
		National	0.2	3.5	13.8	63.0	19.4	
En: reading	Teacher assessment	School	0.0	5.0	30.0	65.0	0.0	
		National	0.2	4.1	14.9	55.2	25.5	
En: writing	Teacher assessment	School	0.0	5.0	20.0	75.0	0.0	
		National	0.2	4.8	15.9	67.8	11.3	
En: speaking and listening	Teacher assessment	School	0.0	0.0	10.0	85.0	5.5	
		National	0.2	2.4	10.7	62.8	23.8	
Mathematics	Teacher assessment	School	0.0	0.0	10.0	90.0	0.0	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0.0	0.0	10.0	90.0	0.0	
		National	0.2	1.6	8.5	66.3	23.4	

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

In the school	75.0%	In Wales	80.7%
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D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6								27
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	0.0	0.0	4.0	33.0	52.0	11.0
		National	0.2	0.0	0.0	0.5	0.6	3.1	15.6	51.3	26.5
Mathematics	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	4.0	33.0	52.0	11.0
		National	0.2	0.0	0.0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0	0.0	0.0	0.0	0.0	4.0	30.0	48.0	19.0
		National	0.2	0.0	0.0	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	55.6%	In Wales	75.5%
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D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

A team of five inspectors spent a total of 9 inspector days at the school. They were assisted by the school's nominee. A peer assessor also helped the inspection team.

These inspectors visited:

- 40 lessons or parts of lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- teachers and support;
- groups of pupils in all classes;
- the school council and eco committee; and
- other people associated with the school.

The team also considered:

- the school's self-evaluation report;
- 28 responses to a parents' questionnaires;
- documents provided by the school before and during the inspection;
- a wide range of pupils' past and present work; and
- samples of pupils' reports.

After the inspection, the team held meetings with staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	Led on : Context, Summary, Recommendations and Appendices Key Questions 1, 5 and 6 English Information and communication technology Contributed to: Key Question 4
Mr Stewart Hammond Lay Inspector	Led on: Key Question 4 Contributed to: Key Questions 1 and 3
Mr Roger Thomas Team Inspector	Led on: Key Questions 2 and 7 Mathematics Science Contributed to: Recommendations
Mrs Ann Roberts Team Inspector	Led on: Key Question 3 Under-fives/foundation phase History Contributed to: Recommendations
Mr David Lewis Peer Assessor	Contributed to: All key questions and subjects
Mrs Beverley Woodhouse Nominee	Contributed to: All key questions and subjects The school's response to the inspection

Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Adamsdown Primary School for the co-operation and assistance both before and during the inspection.

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