

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

**A Report on the Quality of Education in**

**Albert Primary School  
Albert Road,  
Penarth  
CF64 1BX**

**School Number: 6732109**

**Date of Inspection: 02/02/09**

**by**

**Phillip David Watcyn Edwards  
15669**

**Date of Publication: 06/04/09**

**Under Estyn contract number: 1114608**

**© Queens Printer and Controller of HMSO 2009: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

Copies of this report are available from the school. Under the Education Act 2005, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Albert C.P. 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 Albert C.P. School took place between 02/02/09 and 05/02/09. An independent team of inspectors, led by Phillip David Watcyn Edwards 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:

|                |   |
|----------------|---|
| <b>Grade 1</b> | good with outstanding features                          |
| <b>Grade 2</b> | good features and no important shortcomings             |
| <b>Grade 3</b> | good features outweigh shortcomings                     |
| <b>Grade 4</b> | some good features, but shortcomings in important areas |
| <b>Grade 5</b> | 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 |

| <b>Contents</b>  | <b>Page</b> |
|--|-------------|
| <b>Context</b>   | 1           |
| <b>Summary</b>   | 2           |
| <b>Recommendations</b>   | 8           |
| <b>Standards</b>   | 8           |
| Key Question 1: How well do learners achieve?  | 8           |
| <b>The quality of education and training</b>   | 11          |
| Key Question 2: How effective are teaching, training and assessment?   | 11          |
| Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community? | 13          |
| Key Question 4: How well are learners cared for, guided and supported?   | 16          |
| <b>Leadership and management</b>   | 18          |
| Key Question 5: How effective are leadership and strategic management?   | 18          |
| Key Question 6: How well do leaders and managers evaluate and improve quality and standards?                           | 20          |
| Key Question 7: How efficient are leaders and managers in using resources?   | 21          |
| <b>Standards achieved in subjects and areas of learning</b>  | 23          |
| Mathematics  | 23          |
| Science  | 24          |
| Information and communications technology  | 26          |
| Design and technology  | 27          |
| Geography  | 28          |
| Art and design   | 30          |
| <b>School's response to the inspection</b>   | 32          |
| <b>Appendices</b>  | 33          |
| 1 Basic information about the school   | 33          |
| 2 School data and indicators   | 33          |
| 3 National Curriculum assessments results  | 34          |
| 4 Evidence base of the inspection  | 35          |
| 5 Composition and responsibilities of the inspection team  | 36          |

## Context

### The nature of the provider

- 1 Albert Primary School is situated in the town of Penarth and provides education for pupils between 3 - 11 years of age with almost equal numbers of boys and girls. The school population is drawn from St. Augustine's and Stanwell wards in Penarth with a few out of catchment from Cardiff, Dinas Powis and Barry. It is administered by the Vale of Glamorgan Local Authority (LA).
- 2 The building accommodation, which is a Grade II listed building, is of a traditional design in a residential area near the shopping centre. The school describes the overall nature of the intake as mixed with a wide ability range. The number of pupils on roll is similar to that of the previous inspection. Currently there are 277 full-time pupils on roll from reception onwards with 57 nursery children attending on a part-time basis during the morning and afternoon, making 305.5 full-time equivalent (fte) pupils. English is the predominant home language of around 90% of pupils with none using Welsh as a first language. There are around 29% of pupils from bilingual homes with languages as diverse as Chinese, Gujarati and several European languages. This is well above the LA average. Approximately 15% of pupils from such backgrounds do not speak English as a first language and receive support for English as an additional language (EAL). Pupil mobility is higher than normal, currently around 39%.
- 3 The annual intake covers the full ability range with around 11% of pupils entitled to receive free school meals, which is below the all-Wales national average of 19.7%. There are 16 pupils (5%) with additional learning needs (ALN), including nine on school action and seven on school action plus. There are two pupils with a formal statement for special educational needs (SEN), with no disapplications to the national curriculum (NC). There are presently two 'looked after' children within the school.
- 4 There are 11 classes, including a part-time nursery for the morning and afternoon, with 13 full-time teachers, including the headteacher and two part-time teachers. There are six full-time and three part-time learning support assistants (LSA) and four school administrative assistant, two of whom job-share. The headteacher has been in post since the beginning of September 2004.
- 5 The school achieved the Basic Skills Quality Mark in 2003 and 2006, Healthy Schools Award Phase 1 in 2005, Phase 2 in 2006 and phase 3 in 2007. It gained the British Council 'International School Award in 2001, 2004 and 2007. Pupils participate in the Urdd Eisteddfod at local and national level.
- 6 The school was previously inspected in January 2003. Since then a significant number of improvements have been made to the fabric of the school.

### The school's priorities and targets

- 7 The school's Motto is, 'Helping us to help ourselves learn'. Its mission statement is, 'Our school's mission is to get us ready for our lives ahead, to help us be confident,

respectful, thoughtful people who always do their best, and help us make friends that we keep’.

8 The school aims to:

- help pupils to achieve their potential;
- be a helpful and happy place;
- help pupils to be independent and confident;
- be a good learning place for now and the future;
- encourage pupils to tell the truth;
- help pupils to achieve equality and have fun about differences so they can have more friends;
- be a respectful and supportive place; and
- make the school a safe place to learn.

9 Priorities identified in the school improvement plan (SIP) for 2008-2011 include improving:

- standards in literacy, mathematics, science, bilingualism, design technology, ICT, religious education and assessment for learning principles; and
- aspects of management and efficiency, welfare of pupils, the ethos and working environment and staff development.

## Summary

10 Albert Primary School is a very well led, friendly, inclusive community with a clear strategic direction and high aspirations for its pupils. It has made many improvements since the previous inspection and standards are improving steadily. The inspection team disagreed with school’s judgment on two of the seven key questions and awarded the highest grade 1 for Key Question 5 due to outstanding leadership and management, but grade 2 for Key Question 2 as the quality of teaching, although good overall, had insufficient outstanding features.

### Table of Grades awarded

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

- 11 The inspection team agreed with five of the grades awarded by the school to the seven Key Questions. It awarded grade 2 to Key Question 2 which was one grade lower than the school and grade 1 to Key Question 5 which was one higher.

### Subjects and areas of learning for under-fives

- 12 When the 2008 core subject indicators (CSI) for pupils (those attaining at least level two in key stage 1 (KS1) and level four in key stage 2 (KS2) in English, mathematics and science) are compared with local and all-Wales figures they are above average. When these figures are compared with similar schools, namely those with a similar FSM entitlement of below 8%, they are in the lower 50% for KS1 and the upper 50% in KS2. The trend in both key stages over the last four years is for the CSI to fluctuate between the upper and lower 50% due to above average mobility of pupils and increase in ethnicity. Recent data indicates an upward trend in both key stages, particularly when benchmarked against the present higher FSM entitlement between 8% and 16%.
- 13 The performance of girls for the CSI in 2008 is better than boys by 11.6% in KS1 and 9% in KS2, which is broadly in line with national trends.

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 17%     | 66%     | 17%     | 0%      | 0%      |

- 14 These figures compare favourably with those quoted in Her Majesty's Chief Inspector's (HMCI) latest Annual Report for 2007-2008 where nationally they are grade 2 or better in 84% of lessons and grade 1 in 12%. They are an improvement on those of the previous inspection.
- 15 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 Foundation Phase outcomes.

### Grades for standards in subjects inspected

| Inspection area                       | Key Stage 1 | Key Stage 2 |
|---------------------------------------|-------------|-------------|
| Mathematics                           | Grade 2     | Grade 3     |
| Science                               | Grade 2     | Grade 1     |
| Design and Technology                 | Grade 2     | Grade 2     |
| Information communications technology | Grade 2     | Grade 2     |
| Geography                             | Grade 2     | Grade 1     |
| Art                                   | Grade 2     | Grade 2     |

- 16 In comparison with the previous inspection, standards in science have improved by one grade to grade 2 in KS1 and two grades to grade 1 in KS2. In both KS1 and KS2 standards have improved by one grade in design technology and information and communications technology (ICT) to grade 2. In both key stages in art as well as mathematics and geography in KS1 they remain grade 2 with geography improved by one grade to grade 1 in KS2. They have fallen by one grade to grade 3 in KS2 in mathematics.

- 17 Most learners, including those under five, ALN and SEN achieve good standards overall in their knowledge, understanding and skills and exceed agreed targets and goals according to school data. Pupils in general, including the significant numbers who enter with a low baseline, the minority ethnic and mobility groups achieve well compared with their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The few pupils with EAL make good progress and the very few more able and talented pupils make very good progress.
- 18 Learners throughout the school develop their key, creative and problem-solving skills well across the curriculum. Pupils' bilingual competence in Welsh and English is good overall, but variable in KS2.
- 19 Outstanding features are the manner in which the majority of learners, including the minority ethnic group, acquire new knowledge or skills very effectively through skill based activities and independent learning. Nearly all are well behaved, highly motivated and show good development in their personal, social, moral and wider development.
- 20 Levels of attendance averaged 93.43% over the last three terms which are a little lower than the all-Wales figure. Most of the pupils are punctual at the start of the day.
- 21 The well being of pupils is catered for effectively with pupils encouraged to lead a healthy and active lifestyle.
- 22 The good provision for pupils' spiritual, moral, social and cultural development them to reflect on local and global issues and to consider individual and corporate responsibility.

### **The quality of education and training**

#### **Grades for teaching**

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 25%            | 64%            | 11%            | 0%             | 0%             |

- 23 These figures compare favourably with the national picture reported by HMCI in the 2007-2008 annual report where the overall quality of teaching in primary schools is reported to be grade 2 or above in 83% in lessons. The percentage of lessons awarded grade 1 is above the 16% nationally. These figures are an improvement on those of the previous inspection.
- 24 The performance of girls for the CSI in 2008 is better than boys by 11.6% in KS1 and 9% in KS2, although this is broadly in line with national trends, but both boys and girls achieve the national norm.
- 25 Throughout the school, teachers establish exceptional working relationships with pupils. These relationships foster learning successfully and enable pupils to feel secure in taking part in whole class activities, in willingly offering answers to questions and in challenging each other's views. This is an outstanding feature.

- 26 In nursery and reception classes teaching is planned very carefully to ensure that children enjoy and benefit from a wide range of stimulating learning experiences.
- 27 In those lessons awarded grade 2 or better, the good features include:
- well-planned, organised lessons with good pace, well established classroom routines and high expectations for pupils' work and behaviour;
  - effective use of probing questioning to encourage pupils to think more deeply and assess their levels of understanding; and
  - effective use of a range of activities to engage pupils' interests and help them to develop collaboration and independent working;
- 28 Teachers have good subject knowledge and a very good understanding of recent developments in practice and teaching. Teachers and learning support assistants (LSA) work together effectively using a range of resources to secure the active engagement of learners. Skilled teaching, including recent additional support, meets the language needs of pupils with EAL successfully.
- 29 Most teachers throughout the school use the Welsh language appropriately during the course of lessons and within day-to-day routines to foster pupils' bilingualism, particularly in physical education activities. However, this is inconsistent in a very few lessons.
- 30 In those lessons where shortcomings are identified, planning and teaching do not meet the needs of all pupils or take sufficient account of their previous learning. As a result pupils are set tasks before they have sufficient understanding to undertake the activity confidently and accurately. In a minority of lessons, pupils are not given enough opportunities to pursue their own ideas and teachers depend too much on commercial schemes.
- 31 Assessment is good overall and teachers use a variety of effective strategies to encourage pupils to reflect on the progress they are making
- 32 In best practice, teachers' marking enables pupils to know how well they are doing and what they need to do in order to improve. Pupils are involved in reviewing their own progress against mutually agreed targets.
- 33 Teachers make good use of baseline assessments to set expectations for pupils' progress in nursery and reception classes and to measure whether pupils make sufficient progress during the year.
- 34 Teachers in KS1 and KS2 use detailed records of pupils' performance in standardised tests and national curriculum assessments to monitor pupils' progress throughout the school. Procedures for the assessment and recording of the progress of pupils with ALN and SEN are very good.
- 35 Transition arrangements are very good as are arrangements for standardisation and moderation to strengthen teacher assessment at KS2 and KS3. These include the transfer of detailed assessment information and the shared moderation of pupils' work by staff in the school and local high schools.

- 36 Annual reports to parents comply fully with statutory requirements and provide parents with a full picture of children all round performance. There are good formal and informal opportunities for parents to discuss pupils' progress with teachers.
- 37 The school provides an exceptionally broad, balanced and relevant curriculum that meets the needs and interests of nearly all learners. This is outstanding and contributes very effectively to the achievement of the schools' aims.
- 38 Schemes of work for English and mathematics are detailed and show appropriate progression. However, in a few classes, planning is insufficiently tailored to pupils' needs, particularly in mathematics.
- 39 Science, music, ICT and physical education are delivered effectively over a two-year cycle. Other foundation subjects are delivered through an innovative thematic approach in both key stages, inspired by units of work produced for the International Primary Curriculum (IPC).
- 40 An outstanding feature of the provision is the wide range of extra-curricular activities offered which broaden and enrich pupils' learning experiences significantly. The overall quality of the education provision for the under-fives is very good and appropriate to their needs.
- 41 The school's outstanding provision for *Y Cwricwlwm Cymreig* meets requirements and ensures pupils have a wealth of opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales.
- 42 There is adequate provision for homework for pupils, but this is at the discretion of parents.
- 43 The happy, safe, purposeful and caring environment that the school provides for all its pupils is outstanding and successfully contributes to the well-being of pupils. The school plans and manages its care arrangements very effectively and makes good use of a range of support services when needed. Attendance and punctuality is monitored systematically. The school is diligent in assuring the healthy development, safety and well being of pupils.
- 44 Pupils with additional learning needs (ALN) are identified at an early stage and they have clear and detailed plans that are designed to meet their specific needs. The school's policy complies with the Code of Practice for SEN.
- 45 The school has recently increased its provision for pupils with ALN in English and mathematics. These pupils are withdrawn from classes and taught individually or in small groups through literacy and numeracy intervention programmes. However, these take place at the same time pupils would normally be taught English and mathematics in the classroom and it is too early to evaluate the effectiveness of this provision.
- 46 There is very good support for the few pupils whose behaviour may impede their progress. This is an outstanding feature which supports a calm learning environment for all pupils, including those with ALN and EAL.

- 47 The school has a very effective equal opportunities policy with promotes pupils` understanding and appreciation of equality in an outstanding manner and contributes significantly towards the very inclusive nature of the school.

### **Leadership and management**

- 48 The head teacher leads an exceptionally effective team of senior and middle managers. He has been outstanding in promoting successfully an inspirational vision for the school which is shared actively by all members of staff. The school's motto, 'Helping us to help ourselves learn' is reflected in all aspects of its work. Nearly all parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
- 49 The headteacher's clear leadership, direction and sense of purpose are outstanding. His passion, commitment and active interest in all aspects of school life create a positive, busy atmosphere that ensures all staff and pupils, regardless of background, are included equally in all aspects of the school's life and work. Many of the school's policies and strategies are innovative and highly effective.
- 50 There are outstanding working relationships with a genuine sense of teamwork, such as in the organisation of the KS1 area. The senior management team work extremely well together and has very clearly defined roles and responsibilities. The deputy headteacher plays a key role in ensuring continuity and progression in the learning experiences provided and in developing the skills of the staff. Other team and subject leaders oversee learning areas, work conscientiously and very effectively to promote higher standards.
- 51 Well established procedures ensure that a range of constructive priorities are set in the annual SIP, following review and self-evaluation to provide a clearly focused strategic direction for school development. Clerical support is efficient in operating the considerable day-to-day administration of the school.
- 52 The proactive governing body (GB) has a close involvement in the life of the school and is very well informed about its work. It makes an outstanding contribution by taking an enquiring, but very supportive, approach to monitoring the quality of provision and standards.
- 53 The outstanding culture of review and self-evaluation of all aspects of the school's work are extremely effective to enable the staff leadership and governors to monitor and evaluate its work accurately and to plan for relevant improvements.
- 54 The school's self-evaluation report is comprehensive and detailed. It is effective in setting realistic and challenging priorities to inform the purposeful improvement plan in its summaries for the key questions. Various sources of evidence to support the outcomes are identified clearly and priorities in the school SIP are well resourced with very appropriate account taken of staff time, criteria, learning resources and costs.
- 55 The GB ensures priorities are supported very effectively through a sufficient allocation of resources, including staff, money, learning resources, accommodation and time.

- 56 The quality of the school's self-evaluation is good and actions taken have resulted in measurable improvements. The school has made good progress since the last inspection. All the key issues have been addressed successfully.
- 57 There are many outstanding features relating to the very efficient management of the accommodation and resources which have a positive and progressive influence on improving standards. The school gives very good value for money. This is evident in the quality of care, guidance and support given to pupils, the richness of the curriculum provision, the outstanding leadership and the good progress made since the last Inspection.

## Recommendations

- 58 The school needs to:
- R1 \*raise standards in mathematics in KS2;
  - R2 \*share the existing good practice in teaching; and
  - R3 \*continue to review the reimplementation of the recent literacy and numeracy intervention programmes.

\*Aspects of these recommendations have been identified by the school in its 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

- 59 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 60 When the 2008 CSIs for pupils in both key stages are compared with local and all-Wales figures they are above average. When these figures are compared with similar schools, namely those with a similar FSM entitlement of below 8%, they are in the lower 50% for KS1 and the upper 50% in KS2. The trend in both key stages over the last four years is for the CSI to fluctuate between the upper and lower 50% due to above average mobility of pupils and increase in ethnicity. Recent data indicates an upward trend in both key stages, particularly when benchmarked against the present higher FSM entitlement between 8% and 16%.

- 61 The performance of girls for the CSI in 2008 is better than boys by 11.6% in KS1 and 9% in KS2, which is broadly in line with national trends.

**Grades for standards in subjects inspected**

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 17%     | 66%     | 17%     | 0%      | 0%      |

- 62 These figures compare favourably with those quoted in HMCI's latest Annual Report for 2007-2008 where nationally they are grade 2 or better in 84% of lessons and grade 1 in 12%. They are an improvement on those of the previous inspection.
- 63 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 Foundation Phase outcomes.

**Subject Grades for subjects inspected**

| Subject                               | Key Stage 1 | Key Stage 2 |
|---------------------------------------|-------------|-------------|
| Mathematics                           | Grade 2     | Grade 3     |
| Science                               | Grade 2     | Grade 1     |
| Design and Technology                 | Grade 2     | Grade 2     |
| Information communications technology | Grade 2     | Grade 2     |
| Geography                             | Grade 2     | Grade 1     |
| Art                                   | Grade 2     | Grade 2     |

- 64 In comparison with the previous inspection, standards in science have improved by one grade to grade 2 in KS1 and two grades to grade 1 in KS2. In both KS1 and KS2 standards have improved by one grade in design technology and ICT to grade 2. In both key stages in art as well as mathematics and geography in KS1, they remain grade 2 with geography improved by one grade to grade 1 in KS2. They have fallen by one grade to grade 3 in KS2 in mathematics.
- 65 Most learners, including those under five and with ALN achieve good standards overall in their knowledge, understanding and skills and exceed agreed targets and goals according to school data. Pupils in general, including the significant numbers who enter with a low baseline, the minority ethnic and mobility groups achieve well compared with their abilities. Nearly all have positive attitudes to learning and succeed regardless of their social, ethnic or linguistic backgrounds. The few pupils with EAL make good progress and the very few more able and talented pupils make very good progress.
- 66 In the under-fives, KS1 and KS2 learners use key skills of listening and speaking effectively. The attentive and active way they engage in lessons is a good feature and this is often outstanding in the under-fives and KS1 and occasionally in KS2. Children under five make good efforts to acquire reading and writing skills. In both key stages pupils read well for a range of purposes with improving reference skills and overall, write well across the curriculum.
- 67 Children in the under-fives and pupils in both key stages apply the key skills of numeracy and ICT effectively in appropriate situations and explore ways in which these skills can benefit their learning such as using the Internet in KS2 for research in

geography. Learners throughout the school develop their creative and problem solving skills well through a varied range of activities, including art, dance and music.

- 68 Learners' bilingual competence is good overall, but variable on occasions in KS2. Nearly all pupils throughout the school are keen to exchange greetings in Welsh. They listen well and use the language appropriately during set times, such as registration, and usually understand and respond appropriately to the words of praise or instructions given by teachers. However, a minority in KS2 do not sustain a simple conversation beyond these limits, unless in very familiar situations, such as during Welsh lessons. Pupils read well in Welsh in KS1 and adequately in KS2 and write well in both key stages.
- 69 An outstanding feature is the manner in which pupils across the school acquire new knowledge or skills and increase their understanding very effectively through skill based activities.
- 70 Pupils have a good understanding and explain clearly what they are doing. They review their own progress well to inform their learning through regular self-assessment supported appropriately by their teacher.
- 71 Nearly all pupils are well motivated, eager to learn and have positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to good quality work and towards the next stages of their learning.
- 72 The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good. This is reflected in every aspect of school life.
- 73 Levels of attendance averaged 93.43% over the last three terms which is a little lower than the all-Wales figure. Most of the pupils are punctual at the start of the day with instances of lateness being recorded in a classroom 'Late Book'.
- 74 The majority of pupils demonstrate an outstanding capacity to study independently, including the skills to maintain lifelong learning. A notable feature is the manner in which they work together in pairs and collaborate very effectively using the 'Talking Partners' initiative.
- 75 Pupils show good development in their personal, social, moral and wider development. As a result of the school's ethos of shared and mutual respect children have a strong sense of right and wrong.
- 76 Nearly all pupils develop a very strong and clear understanding of equal opportunity issues and develop respect for and a good understanding of the diversity of cultures within society. The consistency of this feature throughout school life is outstanding and contributes significantly towards the very inclusive nature of the school.
- 77 Pupils participate in a variety of ways within the local community. Good links with local businesses prepare them well for an effective participation in the work place.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

78 The findings of the inspection team differ from the school's own self-evaluation which judged this key question grade 1. This is because the team did not identify a sufficient number of outstanding features in this question.

79 The quality of teaching was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 25%     | 64%     | 11%     | 0%      | 0%      |

80 These figures compare favourably with the national picture reported by HMCI in the 2007-2008 annual report where the overall quality of teaching in primary schools is reported to be grade 2 or above in 83% in lessons. The percentage of lessons awarded grade 1 is above the 16% nationally. These figures are an improvement on those of the previous inspection.

81 Throughout the school, teachers establish exceptional working relationships with pupils. These relationships foster learning successfully and enable pupils to feel secure in taking part in whole class activities, in willingly offering answers to questions and in challenging each other's views. This is an outstanding feature.

82 In nursery and reception classes teaching is planned very carefully to ensure that children enjoy and benefit from a wide range of stimulating learning experiences. Staff work very closely in this process to help children begin school happily and make good progress.

83 In those lessons awarded grade 2 or better, the good features include:

- strong direct teaching and high levels of pupil interaction;
- levels of challenge matched appropriately to pupils' differing needs and abilities;
- well-planned, organised lessons with an appropriate balance between whole class, paired and individual activities;
- good pace, with well established classroom routines and high expectations for pupils' work and behaviour;
- very good use of resources and visual images to support pupils' understanding and to ensure the lessons are stimulating;
- effective use of probing questioning to encourage pupils to think more deeply and assess their levels of understanding;
- pupils encouraged to listen intently to the ideas and explanations of others and to respond to these using extended sentences;

- effective use of a range of activities to engage pupils' interests and help them to develop collaboration and independent working; and
  - supportive relationships with frequent use of encouragement and good humour.
- 84 In KS1, where pupils regularly move from one activity to the next, often from one room to another, teachers explain the nature and organisation of group and independent tasks effectively. This ensures there is a smooth transition between different parts of the lesson and that pupils are able to settle quickly to their work.
- 85 Teachers have good subject knowledge and a very good understanding of recent developments in practice and teaching. Teachers and LSAs work together very effectively using a range of resources to secure the active engagement of learners. This strong partnership working improves the overall quality of learning for individual pupils and for groups within the classroom, particularly those with ALN the role of additional LSAs in enhancing the quality of pupil-led activities is particularly well developed. Skilled teaching, including recent additional support, meets the language needs of pupils with EAL successfully.
- 86 Most teachers throughout the school use the Welsh language appropriately during the course of lessons and within day-to-day routines to foster pupils' bilingualism, particularly in physical education activities. However, this is inconsistent in a very few lessons.
- 87 In those lessons where shortcomings are identified, planning and teaching do not meet the needs of all pupils or take sufficient account of their previous learning. As a result pupils are set tasks before they have sufficient understanding to undertake the activity confidently and accurately. In a minority of lessons, pupils are not given enough opportunities to pursue their own ideas and teachers depend too much on commercial schemes.
- 88 Assessment is good overall. Throughout the school learning intentions are clearly defined and shared with pupils at the start of the lesson. Teachers use a variety of strategies to encourage pupils to reflect on the progress they are making both during and at the end of the lesson. In KS1, this is particularly well done.
- 89 In the best practice, teachers' marking enables pupils to know how well they are doing and what they need to do in order to improve. Pupils are involved appropriately in reviewing their own progress against mutually agreed targets; this is a notable feature in KS1.
- 90 Teachers make good use of baseline assessments to set expectations for pupils' progress in nursery and reception classes and to measure whether pupils make sufficient progress during the year.
- 91 Teachers in KS1 and KS2 use detailed records of pupils' performance in standardised tests and national curriculum assessments to monitor pupils' progress throughout the school. Teachers use these records to set targets for individual pupils and for year groups, to identify those pupils who need additional support and to inform teaching and learning in the classroom.

- 92 Procedures for the assessment and recording of the progress of pupils with ALN are very good.
- 93 Teachers have developed annotated collections of pupils' work in English, mathematics and science, as well as in a range of foundation subjects. These demonstrate the standard of work pupils expected at each national curriculum (NC) level and help to bring rigour to the assessment process in the school.
- 94 Transition arrangements are very good as are arrangements for standardisation and moderation to strengthen teacher assessment at KS2 and KS3. These include the transfer of detailed assessment information and the shared moderation of pupils' work by staff in the school and local high schools.
- 95 Annual reports to parents comply fully with statutory requirements and provide parents with a full picture of children all round performance. They include clear comments on pupils' achievements in each subject and targets for future development. Pupils in both key stages also write a summary report on themselves, which is sent home. There are good formal and informal opportunities for parents to discuss pupils' progress with teachers.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

- 96 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 97 The school provides an exceptionally broad, balanced and relevant curriculum that meets the needs and interests of nearly all learners as well as legal and course requirements. This is outstanding and contributes very effectively to the achievement of the schools' aims and fully complies with the statutory requirements of the National Curriculum (NC) and the agreed syllabus for religious education.
- 98 The overall quality of the education provision for the under-fives is very good and appropriate to their needs. In the nursery and reception classes learning is planned very carefully to ensure children enjoy and benefit from an outstanding range of stimulating learning experiences which capitalise on both the indoor and outdoor environments.
- 99 Appropriate emphasis is given to the development of pupils' reading throughout the school and time is set aside at the start of each day to promote literacy skills. The preparation and organisation for these sessions is very effective in ensuring the material is relevant and fosters pupils' enjoyment of independent reading and writing across a range of media.
- 100 Schemes of work for English and mathematics are detailed and show appropriate progression. Planning is strongly based around commercially produced materials, which teachers personalise to their particular class. These help teachers implement a common approach to the teaching of the basic skills. However, in a few classes,

planning is insufficiently tailored to pupils' needs, particularly in mathematics. The school has identified this as an area to improve in its SIP.

- 101 Science, music, ICT and physical education are delivered effectively over a two-year cycle. Other foundation subjects are delivered through an innovative thematic approach in both key stages, inspired by units of work produced for the International Primary Curriculum (IPC). Within this framework, teachers' preparation is thorough, creative and responsive to pupils' needs and personal interests. Lessons are very effective in engaging pupils' interests and in developing creative, collaborative and independent working. The provision of interesting artefacts, as well as visually stimulating materials, enhance the curriculum significantly and are an outstanding features throughout the school. Older pupils have frequent opportunities to use the internet to research their ideas.
- 102 Curriculum maps ensure coverage and progression of skills required for the foundation subjects. Planning for the systematic development of the key skills of communication, numeracy and ICT is currently under review, although pupils have frequent opportunities to apply these skills throughout the curriculum.
- 103 An outstanding feature of the provision is the wide range of extra-curricular activities offered which broaden and enrich pupils' learning experiences significantly. These are accessible to pupils of all ages and abilities and include: story-telling, art, gardening, yoga, dance, drama, netball, tennis, rugby, Eco club and the school choir. Older pupils are also invited to skiing trips, a residential weekend at the Urdd Millennium Centre in year 5 and a visit to Paris in year 6. The school participates in local and national competitions, such as inter-house sports at the Leisure Centre and inter-school sporting events in conjunction with Vale School and Urdd Gobaith Cymru. There is adequate provision for homework for pupils, but this is at the discretion of parents.
- 104 The school has its own set of steel music pans and draws on the expertise of a local musician to provide weekly lessons for pupils across a range of year-groups. These sessions are inspirational and add a valuable dimension to the life of the school.
- 105 The well being of pupils is catered for effectively. The curriculum promotes pupils' personal and social education (PSE) development very well and meets requirements. Appropriate emphasis is made on leading a health and active lifestyle, for example in physical education and food technology and the school is making appropriate progress towards the Healthy Schools' Award. Detailed policies are in place to address drugs awareness and sex education.
- 106 There is good provision for pupils' spiritual, moral, social and cultural development. The school has developed a varied and interesting programme for collective worship which fulfils statutory requirements. In year 5 and 6, for example, very effective use is made of current affairs programmes to encourage pupils to reflect on local and global issues and to consider individual and corporate responsibility.
- 107 The school's outstanding provision for *Y Cwricwlwm Cymreig* meets requirements and ensures pupils have a wealth of opportunities to acquire knowledge and understanding of the traditions, cultures and history of Wales. These include projects at St Fagan's National Heritage Centre, Rhondda Heritage Park, Green Meadow

Farm and the Millennium Centre. The school has been highly successfully in local and national Urdd Eisteddfodau since 2005, achieving gold and silver awards in 'Adrodd i Ddysgwyr' and gold awards in 'Celf a Chreft'. These achievements are particularly outstanding.

- 108 The school implements the local authority scheme of work for Welsh as a second language appropriately in all classes and the use of incidental Welsh is encouraged sufficiently in most lessons.
- 109 The provision for developing pupils' understanding of Wales as a country where people from all over the world may live and work is an outstanding feature. The school warmly welcomes pupils from an increasing number of countries and they enrich the curriculum effectively through sharing their language, food, traditions and beliefs.
- 110 Considerable work has taken place to foster an international dimension to pupils' education for global citizenship. This very positive and distinctive feature within the school is outstanding. The school is affiliated to the British Council Multilateral Partnerships within the European Union and is the proud recipient of the British Council International Award achieved during 2001, 2004 and 2007. It is currently aiming to gain the International Schools Award for its partnership work with Lesotho and Chongqing. Links exist with the Italian Consulate Education Programme and Italian is taught from nursery to year 6 by a visiting native speaker.
- 111 The school has exceptional links with the community and the curriculum is enhanced by pupils' visits to different places of worship, the library and local businesses. The school also has very good links with the local newspaper and features regularly in the paper. A small, but very proactive, group of parents support the school in organising a host of events throughout the year, including family barbeques and an annual school ball.
- 112 The school develops pupils' entrepreneurial skills very effectively and all pupils have opportunities to take part in a range of enterprise activities, including mini-enterprise weeks.
- 113 There are outstandingly good curricular links with local business which promotes pupils' awareness of the workplace very effectively, particularly through the work experience initiative backstage at the Millennium Theatre.
- 114 The school is very successful and proactive in combating social disadvantage and stereotyping and presents pupils with outstanding equality of access and opportunity across the full range of its provision.
- 115 Pupils' awareness of the need for sustainable development is very well promoted through recycling, conservation and healthy eating projects. The school has formed an effective Eco-committee which meets regularly and the pupils are fully involved in all aspects.
- 116 The school provides a wide range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. Opportunities include a good variety of fund raising projects.

117 The schools` provision reflects very well national priorities to promote lifelong learning skills and raises pupils` awareness of community regeneration and the impact of social and economic changes in society effectively. Pupils take exceptional responsibility for their own learning at times and understand the need to be flexible, enterprising and adaptable. This provision is an outstanding.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

118 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.

119 The happy, safe, purposeful and caring environment that the school provides for all its pupils is an outstanding feature.

120 The school plans and manages its care arrangements very effectively and makes good use of a range of support services when needed. This provision makes an outstanding contribution to the well-being of pupils. Pupils confirm that they feel valued as individuals and are very well supported. Observations of pupils during lessons and playtimes confirm that positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.

121 The quality of the school's partnership with parents, carers and employers is very good. The extent to which the school engages parents and takes account of their views through regular newsletters and questionnaires is an outstanding feature. Parents are provided with an informative prospectus, an annual report from governors and a 'Home School Agreement' is implemented well.

122 The school has very effective induction and support programmes that help the pupils settle in quickly. Parents of new children are invited to view the school and are escorted by the deputy head boy and girl. This is an outstanding feature.

123 The school's well structured personal and social education (PSE) is a very good feature. This is integrated into schemes of work across the whole curriculum and permeates all aspects of the school's work and life very effectively. Pupils reflect the school's values of honesty, trustworthiness and tolerance and respect for others consistently. The 'Pupil Council' is a very effective forum which promotes a strong sense of community and develops the skills of citizenship very well.

124 Attendance and punctuality is monitored systematically. The school administrator collates the information on a weekly basis and data is entered into a computer system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are rewarded appropriately, particularly at the celebration assembly at the end of the week.

- 125 The school is diligent in assuring the healthy development, safety and well being of pupils. Appropriate risk assessment procedures are implemented to help ensure a healthy and safe environment. Seven members of staff are fully trained in first aid. Healthy development is well promoted through the PSE programme and the promotion of healthy choices, such as from the fruit and juice stall, is effective in encouraging and enabling pupils to be healthy.
- 126 The school has effective and clear procedures to ensure the protection of children. The Headteacher and the SENCO have both received appropriate training and implement effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. An outstanding feature is that case conferences are held on the school premises if required.
- 127 Pupils with ALN are identified at an early stage and they have clear and detailed plans that are designed to meet their specific needs. Individual Education Plans (IEPs) are reviewed twice a year by the special needs coordinator (SENCo), class teachers, LSAs, parents or carers and pupils. The school's policy complies with the Code of Practice for SEN and the introduction of the local authority 'provision mapping' process has enhanced the arrangements in outstanding ways.
- 128 The school has recently increased its provision for pupils with ALN in English and mathematics. These pupils are withdrawn from classes and taught individually or in small groups through literacy and numeracy intervention programmes. However, these take place at the same time pupils would normally be taught English and mathematics in the classroom and it is too early to evaluate the effectiveness of this provision.
- 129 More able pupils are also withdrawn from classes each week to take part in challenging activities devised by the National Association for Able Children (NACE), which extends their class work activities appropriately.
- 130 There is very good support for the few pupils whose behaviour may impede their progress. Individual Behaviour Plans (IBP) are written, with pupils being managed sensitively, consistently and effectively. Within the classroom, pupils are kept very busy; good behaviour is expected from them, and they are given appropriate praise at every opportunity. This is an outstanding feature which supports a calm learning environment for all pupils, including those with ALN and SEN.
- 131 The SENCo carries out her duties effectively, ensuring very good liaison between all teachers and support personnel. The close working relationship between learning support assistants, link governor and teaching staff provides very good care, support and guidance for pupils. Lesson planning is thorough and takes account of the different abilities and needs of SEN pupils. The SENCo liaises with local authority SEN advisory staff and accesses the support of additional health care agencies as appropriate. Staff receive additional training to enhance the support they are able to provide for pupils with speech and language difficulties.
- 132 Pupils with statements of SEN have full access to the curriculum and benefit from the well matched work and support provided for them. The school provides very good support for those pupils for whom English is an additional language.

- 133 The school has a very effective equal opportunities policy that promotes pupils' understanding of equality particularly well. All pupils are treated equally and are fully integrated into the life and work of the school. The assistance that the school provides to disadvantaged families in providing transport for hospital appointments is an outstanding feature.
- 134 There is a very positive policy of inclusion, which takes a very good account of the statutory framework and all pupils, regardless of their background, ability, ethnicity or gender have full access to the curriculum and to all extra curricular activities. This feature is outstanding throughout the school.
- 135 The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils' understanding of the need for respect and support for diversity in a global society is outstanding.
- 136 There are clear policies to promote high standards of behaviour and well considered strategies to prevent all forms of oppressive behaviour including racial discrimination, bullying and all forms of harassment.
- 137 The school takes effective steps through a clear disability equality scheme and action plan to avoid placing pupils, including those with physical disabilities, at any substantial disadvantage.

## **Leadership and management**

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

#### **Grade 1: Good with outstanding features**

- 138 The findings of the inspection team do not match the judgement awarded by the school in its self-evaluation report as the quality of leadership and management of the school has very many outstanding features. The leadership of the head teacher, the structures and processes put in place by the senior management team and the introduction of new initiatives are already having a significantly positive effect on the school's performance.
- 139 The head teacher leads an exceptionally effective team of senior and middle managers. He has been outstanding in promoting successfully an inspirational vision for the school which is shared actively by all members of staff. The school's motto, 'Helping us to help ourselves learn' is reflected in all aspects of its work.
- 140 Clearly understood aims, targets and shared values among staff, governors, parents and pupils underpin all aspects of the life of the school very effectively. A culture of high expectations and commitment to excellence is well established. Nearly all parents indicated their support and appreciation of the values instilled by the school in the pre-inspection questionnaires.
- 141 The headteacher's clear leadership, direction and sense of purpose are outstanding. His passion, commitment and active interest in all aspects of school life create a

positive, busy atmosphere that ensures all staff and pupils, regardless of background, are included equally in all aspects of the school's life and work. Many of the school's policies and strategies are innovative and highly effective.

- 142 There are outstanding working relationships with a genuine sense of teamwork, such as in the organisation of the KS1 area. The senior management team work extremely well together and has very clearly defined roles and responsibilities. The deputy headteacher plays a key role in ensuring continuity and progression in the learning experiences provided and in developing the skills of the staff. An outstanding feature of the school's leadership is the effectiveness of the close and very effective working relationship between the head and deputy headteacher which makes the most of their combined talents to promote school improvement. Other team and subject leaders oversee learning areas, work conscientiously and very effectively to promote higher standards.
- 143 There is an outstanding commitment to developing the expertise of both teaching and associate staff. Performance management systems are well established for teaching and support staff, and are effective in identifying and meeting their developmental needs to meet relevant targets for improvement. Training objectives for all staff reflect an effective balance between the schools priorities and the needs of the individuals and they value the opportunities available to improve their expertise.
- 144 The school has a wide range of managerial and curricular policies of good quality which meet all statutory legal requirements. These are monitored and reviewed on a regular basis. Recent initiatives such as the development of the skills curriculum are very well established. Members of staff embrace willingly new initiatives in order to develop and improve further. Clerical support is efficient in operating the considerable day-to-day administration of the school.
- 145 Well established procedures ensure that a range of constructive priorities are set in the annual SIP, following review and self-evaluation to provide a clearly focused strategic direction for school development.
- 146 The scale and breadth of the consideration the school gives to national priorities is outstanding. The SIP reflects many national and local initiatives such as the Foundation Phase, bilingualism and assessment for learning and transition. The school has pursued a significant number of national and local awards, such as the Basic Skills Award, British Council 'International School Award', Eco-School Silver Status where it is currently working towards the Eco-Flag, phase three of the Healthy Schools Award and is currently undertaking the National Association for Able Children in Education (NACE) Challenge Award and ICT Mark. The school has a useful initial teacher training partnership with the local university and hosts National Vocational Qualification (NVQ) students from a local college. The school is involved actively in the Community Focused Schools initiative.
- 147 The proactive GB has a close involvement in the life of the school and is very well informed about its work. It makes an outstanding contribution by taking an enquiring, but very supportive, approach to monitoring the quality of provision. Governors receive and discuss information given by the subject leaders about pupils' progress and check targets. They understand fully their responsibilities through attending appropriate training. Regular discussions and reports by the head teacher ensure

they are extremely well positioned to help the school in its strategic planning. This enables governors to have a clear insight into the quality of provision and standards.

- 148 Governors are proud of the school and are both committed to, and involved in school improvement. They contribute meaningfully to the construction of the SIP, which is then discussed fully before approval. The GB fulfils regulatory and legal requirements and meets its responsibilities to an outstanding degree.
- 149 Arrangements to allow teachers time for planning, preparation and assessment are thorough and the headteacher supports all teachers very well. All members of staff are monitored and this is effective in supporting success in their work.

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

#### **Grade 1: Good with outstanding features**

- 150 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 151 The outstanding culture of review and self-evaluation of all aspects of the school's work are extremely effective to enable the staff leadership and governors to monitor and evaluate its work accurately and to plan for relevant improvements. The thorough and detailed analysis of relevant data is an outstanding feature in providing a relevant and reliable foundation for identifying strengths and areas for improvement.
- 152 The rigour with which the views of all those who have an interest in the school are considered and taken account, including governors, parents and pupils, is outstanding being central to the evaluation process.
- 153 The school's self-evaluation report is comprehensive and detailed and the leadership is well acquainted with it, but it is not easily accessible to others in its present overly descriptive form. It is effective in setting realistic and challenging priorities to inform the purposeful improvement plan in its summaries for the key questions. Various sources of evidence to support the outcomes are identified clearly and priorities in the SIP are well resourced with very appropriate account taken of staff time, criteria, learning resources and costs.
- 154 The school has good, established procedures in place to gather monitored information from a wide range of first-hand sources. Teachers and LSAs have a clear overview of standards of pupils' attainment following discussion and moderation of samples of pupils' work celebrated in subject portfolios. Pupils' work and assessment results are scrutinised carefully for trends and weaknesses and the progress of individuals is regularly monitored through a very detailed tracking system. The analysis of the views of other interested parties, such as parents and pupils, inform self-evaluation appropriately.
- 155 The GB ensures priorities are supported very effectively through a sufficient allocation of resources, including staff, money, learning resources, accommodation and time. The effectiveness in which the financial expertise in the finance sub-committee is

utilised to plan expenditure very effectively and prudently in these areas is an outstanding feature.

- 156 Leaders and managers are very effective in planning for improvement and they set clear priorities and actions. The rigour in which these are monitored is outstanding and ensures that planned initiatives have measurable outcomes. For example, the investment in reading schemes and ICT has resulted in improvements in standards in these areas.
- 157 The quality of the school's self-evaluation is good and actions taken have resulted in measurable improvements. The inspection team agreed with the judgements made by the school in all but two of the seven key questions. This was because in Key Question 2 the team identified more good rather than outstanding features and in Key Question 5 the school underestimated the outstanding contribution of the strong management team in making progress in many areas.
- 158 The school has made good progress since the last inspection. All the key issues have been addressed successfully. Standards and quality of work have improved in science, information technology and design technology KS1 and KS2 and geography in KS2. Opportunities for pupils to undertake independent research is imbedded effectively in the school culture and punctuality has improved considerably.

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

|  |
|--|
| <b>Grade 1: Good with outstanding features</b> |
|--|

- 159 The findings of the inspection team match the judgement awarded by the school in its self-evaluation report. The grade awarded for this question does not agree with the grade awarded to Key Question 1 as there are a number of outstanding features relating to the very efficient management of the accommodation and resources. These now have a very positive and progressive influence on improving standards.
- 160 The school ensures that there are sufficiently well qualified teaching and non-teaching staff to provide a generous ratio of adults to pupils. Teachers work effectively with experienced, well trained learning support assistants (LSA) and numerous volunteers to support pupils' progression in learning well. The organisation of classes is appropriate and lesson time is used effectively so that children remain on task. Professional development procedures for all staff are in place and are generally effective in improving standards and the quality of learning and teaching.
- 161 Workforce remodelling is well established and used successfully to create very effective curriculum continuum teams who make outstanding progress in implementing the Foundation Phase and Curriculum 2008.
- 162 Arrangements for teachers' planning, preparation and assessment (PPA) time are very well managed. An outstanding feature is the opportunity it gives for senior year group teachers to work closely with their partners in reviewing their planning and schemes of work to ensure that the rigour, depth and challenge is in place.
- 163 Administrative staff, caretaker, mid-day supervisors and canteen staff, all provide very effective support and make a valuable contribution to the school.

- 164 Pupils have access to an outstanding range of resources which match their needs. All classrooms have sufficient books to support pupils' learning and the library has a good range of attractive fiction and non-fiction books. The improvement in the provision for ICT since the previous inspection is outstanding and is a significant contribution to supporting raising standards. The music curriculum is enriched significantly by a music room and a wide variety of instruments played by pupils, including steel pan drums.
- 165 The school makes very good use of the school staff time, expertise, interests and experience. This has contributed greatly in raising standards in ICT and in developing pupils' independent learning skills. Teachers benefit greatly through the opportunities of shared planning and evaluation. Newly qualified teachers have an effective induction programme and are mentored well.
- 166 The school links resources to its needs and priorities in outstanding ways. They support the key goals for improvement, are constantly in use and enrich the curriculum considerably. Extremely attractive displays around the school highlight pupils' work and celebrate their achievements very well.
- 167 The buildings and the site are in good order overall, well cared for and kept clean, but the GB is concerned that the roof leaks significantly in wet weather. The accommodation has been decorated sympathetically and adapted to a very high standard. Substantial improvements in recent years provide very good facilities appropriate to a wide range of learning activities, some of which are outstanding.
- 168 For example, the Foundation Phase and KS1 areas have been transformed into inviting and vibrant areas which are conducive to encouraging pupils to be independent learners. Day to day routines run smoothly, ensuring the well being of pupils.
- 169 Attractive outdoor learning areas, with exciting, stimulating equipment, provide outstanding opportunities for learning and leisure including the open air theatre area which helps to prepare pupils to perform at the Weston Studio Theatre in the Wales Millennium Centre.
- 170 The careful consideration given to acquiring the best value for money is outstanding. Very efficient use is made by the finance sub committee of the support of the school's LA financial officer. Curriculum continuum team leaders order equipment effectively and efficiently after audits and consultation with staff. The school budget is monitored monthly and areas are scrutinised to ensure that it remains on target.
- 171 The school gives outstanding value for money. This is evident in the quality of care, guidance and support given to pupils, the richness of the curriculum provision, the outstanding leadership and the good progress made since the last Inspection.

## Standards achieved in subjects and areas of learning

### Mathematics

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

#### Key Stage 2: Grade 3: Good features outweigh shortcomings

##### Good features

- 172 In both key stages, most pupils explain their reasoning clearly using appropriate mathematical language.
- 173 Most pupils in KS1, including those from minority ethnic backgrounds, develop a good understanding of number. Younger pupils count forwards and backwards fluently within 20, recognise and write the number before or after a given 'teens' number and recall pairs of numbers that make 10. More able pupils read, write and order numbers within 100 and have a good feel for the relative size of a number.
- 174 Younger pupils in KS1 compare and measure lengths using non-standard units of measurement. Most have a very good understanding of positional language and use this confidently when planning routes and discussing journeys.
- 175 Older pupils in KS1 make quarter turns clockwise and anticlockwise and, through the programming of floor turtles and practical activities, consolidate their understanding of angle as a measure of turn well. Most describe common two and three-dimensional shapes and identify them in and around the school environment.
- 176 Nearly all older pupils in KS1 count fluently in twos, fives and tens and use this to support their work with time. They use simple calculation strategies to solve problems when they engage in role play and select appropriate coins when paying for two or three items bought in the shop. Many have a good understanding of 'tens' and 'units' and use this to compare and order two-digit numbers.
- 177 In KS2 most pupils, including those from minority ethnic backgrounds, develop a secure understanding of place value involving whole numbers up to 1,000 and decimals in the context of money. They recall basic number facts accurately and use a combination of mental calculation and informal jottings to add and subtract two and three-digit numbers.
- 178 Most pupils in KS2 recall multiplication facts appropriate to their age, multiply whole numbers by 10 and 100, and apply doubling and halving strategies when solving a range of problems.
- 179 In KS2 younger pupils begin to calculate fractions of small numbers; older more able pupils order a set of improper fractions, and convert mixed numbers to improper fractions.
- 180 Younger pupils in KS2 compare the capacity of containers carefully by direct comparison and using a range of non-standard units; more able pupils read simple

scales on graduated jugs to measure out water and different juices to make a tasty punch drink. By the end of the key stage pupils carry out simple metric conversions, measure lines to the nearest millilitre and measure angles to the nearest degree.

- 181 Most pupils develop an appropriate understanding of shape throughout KS2; younger pupils distinguish between regular and irregular two-dimensional shapes and use co-ordinates to specify location in the first quadrant; older more able pupils identify reflective and rotational symmetries, classify triangles and describe some of the properties of quadrilaterals.
- 182 In both key stages pupils collect, represent and interpret a wide range of data, frequently with the use of ICT, and use these skills well to support work in other areas of the curriculum. By the end of the key KS2 pupils construct straight-line graphs and calculate averages using data collected from practical activities.

### **Shortcomings**

- 183 In KS2, a minority of pupils are unable to use an efficient written method to work out routine calculations.
- 184 A few pupils in upper KS2 have limited understanding of the relationship between fractions, decimals and percentages.
- 185 A few pupils in KS2 do not make the progress of which they are capable.

|                |
|----------------|
| <b>Science</b> |
|----------------|

|  |
|--|
| <b>Key Stage 1: Grade 2: Good features and no important shortcomings</b> |
|--|

|   |
|---|
| <b>Key Stage 2: Grade 1: Good with outstanding features</b> |
|---|

### **Outstanding features**

- 186 Pupils develop outstanding independent learning and investigative skills in science as they progress through KS2. Most work together very confidently using a wide range of relevant strategies to identify a task and gather information. They generate original ideas, make valid choices and implement the best.
- 187 Nearly all pupils evaluate their work and communicate their findings very effectively. For example, they devise an investigation to explore hypotheses of what will happen to equal volumes of snow and water over a period of time. This is an outstanding feature.
- 188 Pupils in KS2 transfer their knowledge of the living world effectively to their study of the rainforest in outstanding ways. They explain very well the effect of the lack of light on the forest floor on the habitat of plants and animals. They understand particularly well and can explain clearly how camouflage protects animals from their predators. The quality of discussion when they explore the ethical dilemmas created by the destruction of the rain forest and how they can help is outstanding.

### **Good features**

- 189 Pupils in both key stages, including those from minority ethnic backgrounds, have a good understanding and knowledge of the living world, materials and physical processes.
- 190 The majority of KS1 younger pupils identify materials and their use and explore their properties well. They appreciate that materials change shape through stretching, twisting, bending and heating.
- 191 Pupils in KS1 have a good understanding of forces. They use appropriate scientific vocabulary such as reversible and irreversible when investigating the effect of heat on chocolate.
- 192 Nearly all KS1 pupils understand that humans and other animals grow and reproduce and that they need food and water to live.
- 193 Pupils in KS1 investigate which materials conduct electricity and complete a circuit using wires, battery and a bulb. They recognise clearly that materials can be divided into conductors and insulators and these have various useful applications.
- 194 Through making their own musical instruments nearly all KS1 pupils gain a good understanding of how they create sound. They conclude through appropriate investigation that the further away you are from the source of sound the quieter it gets.
- 195 Pupils in KS1 present their investigations clearly in writing, bar charts and pictures. Most show a very good understanding of how to conduct a fair test deciding on the number of variables.
- 196 In KS1 pupils understand clearly the importance of health and safety, for example, they insist that their teacher washes her hands before and after handling chocolate.
- 197 Younger pupils in KS2 understand well that plants need light, heat, soil and water to live and grow. They have a good knowledge of the functions of each part of a plant, how seeds are produced and have a good understanding of germination, pollination and seed dispersal.
- 198 Nearly all KS2 pupils, including those from minority ethnic backgrounds, demonstrate their understanding of the living world very clearly in presentations using posters, models and creating quizzes for other pupils. They use appropriate scientific vocabulary such as primary and secondary consumers, photosynthesis and chlorophyll.
- 199 The majority of older pupils in KS2 carry out careful observations and measure systematically when investigating conductors and insulators using a variety of digital equipment.

### **Shortcomings**

- 200 There are no important shortcomings

|  |
|--|
| <b>Information and communications technology</b> |
|--|

|  |
|--|
| <b>Key Stage: 1 Grade 2: Good features and no important shortcomings</b> |
|--|

|  |
|--|
| <b>Key Stage: 2 Grade 2: Good features and no important shortcomings</b> |
|--|

### **Good features**

- 201 In KS1 most pupils, including those from minority ethnic backgrounds, log competently on to the computer and access their individual folders confidently. They create a range of pictures choosing different brush styles, undoing mistakes, use the spray can, clear the sheet and select a black background. They save their work independently.
- 202 KS1 pupils' word processing skills are good and they create sentences using an appropriate word bank. They use the mouse with increasing control to click and drag items and move the cursor on the screen. Pupils change the colour and size of the text confidently and use the enter key to start a new line.
- 203 In KS1 the majority of pupils use computer graphics competently to create bar graphs and pie charts and use digital cameras regularly to record their work and download pictures. They research the internet for information on their favourite toys and use.
- 204 KS1 pupils use digital measuring instruments linked to computers effectively and a simple programme to move an electronic robot accurately on a world map.
- 205 Pupils in KS2 create an informative brochure on how plants grow for younger pupils using a publishing program appropriately on a computer.
- 206 In KS2 pupils, including those from minority ethnic backgrounds, collaborate well to create informative and visually interesting multi-media presentations using images and graphics from the Internet. In designing the presentation, they give careful consideration to the purpose and audience of the presentation.
- 207 Towards the end of KS2 most pupils use a data base competently to access information using a range of search techniques to find a suitable holiday destination for a particular person. Most copy an appropriate formula into a spreadsheet accurately to create a table of results, then enter data into a spreadsheet carefully and explore rationally the effects of any variations.
- 208 Nearly all pupils in KS2 extend their knowledge and application of various digital sensors effectively and most search the Internet appropriately to access appropriate websites to inform their work.
- 209 The majority of pupils create multimedia presentations. They refine and present well a set of linked multi-media pages which incorporate images, sound and text effectively.

### **Shortcomings**

- 210 There are no important shortcomings.

**Design technology**

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

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

211 Limited teaching of design and technology was seen during the inspection. However, discussions with pupils about the work they were doing, as well as scrutiny of the design technology portfolio, indicate that pupils achieve good standards in both key stages.

**Good features**

- 212 Good progress is made in designing and making a range of products for different purposes by many pupils, including those from minority ethnic backgrounds, in both key stages. The development of their skills within each two-year cycle is clearly evident in the artefacts produced by them.
- 213 In both key stages, pupils build up the design vocabulary well and gain confidence in using appropriate verbal and written language to explain decisions and outcomes of paired and collaborative activities.
- 214 Nearly all pupils are clear about the nature and purpose of the work they do and respond imaginatively to the rich and stimulating contexts provided. In KS1, for example, pupils' work on decorations and hats to celebrate the Chinese New Year is well informed and, as a result, most make good choices in the materials and techniques they use. Similarly in lower KS2, pupils engage fully when designing and making a tasty fruit drink 'Rainforest Punch' and, by the end of the unit, gain a clear understanding of the difference between taste and texture and the need to balance ingredients carefully.
- 215 Nearly all KS1 younger pupils contribute to whole class plans and charts to explore possible starting points and benefit from the rich exchange of ideas prior to independent and group work on design specifications. Most recall previous work and select carefully from a wide range materials when making their products. They mark and cut materials with appropriately accuracy and use a range of techniques to join them. Pupils apply different finishing touches to produce original and attractive end products. They identify sensibly aspects they are particularly pleased with and suggest appropriate ways to improve their work further.
- 216 As pupils progress through the key stages, their approach to design become increasingly sophisticated and most pupils build successfully on their knowledge and skills gained.
- 217 Most KS2 pupils make good use of the Internet to support the design, making and marketing of products. This contributes significantly to the range and quality of the work they produce. Later in KS2, for example, pupils investigate drinking chocolate amongst Aztec civilisations and research the packaging of chocolate bars prior to designing their own attractive wrappers.

- 218 Older pupils in KS2 understand the centrality of the design process and that it is used to design better products and create new ones. Nearly all refer back to the original design specification to consider advantage and disadvantages in their products, refining their work well where they have better ideas. They identify key features of different bridge structures and have a good grasp of the techniques needed in order to reinforce and strengthen open bridges. Designs demonstrate clearly how each component relates to other parts of the process and incorporate approximate measurements and quantities.
- 219 In both key stages pupils, use tools and equipment appropriately with due regard to health and safety. For example, they are aware of the importance of personal hygiene when handling food.

### **Shortcomings**

- 220 There are no important shortcomings, but there is little evidence of older pupils using associated costings to enhance design proposals.

|                  |
|------------------|
| <b>Geography</b> |
|------------------|

|  |
|--|
| <b>Key Stage: 1 Grade 2: Good features and no important shortcomings</b> |
|--|

|   |
|---|
| <b>Key Stage: 2 Grade 1: Good with outstanding features</b> |
|---|

- 221 Limited teaching of geography was seen in KS1 during the inspection. However, discussions with pupils as well as scrutiny of their work indicate good features in KS1 and good with outstanding ones in KS2.

### **Outstanding features**

- 222 An outstanding feature in KS2 is the very good understanding nearly all pupils have of global issues and the relationships between people and their environment. Older pupils compare human activities and settlements of Wales with that of other countries such as Austria and New Zealand methodically. They collect a range of evidence from maps, aerial photos, satellite images, research books, brochures and CD-ROMs and answer geographical questions competently. Careful thought is given to recording findings accurately and using them to find relevant connections in farming and industry among different countries and how they influence each other.
- 223 Younger pupils in KS2 research rainforests thoroughly when considering ways to save the planet. They use secondary resources appropriately to locate geographical features such as rainforests on a map of the world which they colour and annotate carefully and neatly. An outstanding feature is the effective manner in which they evaluate their skills.
- 224 Older pupils in KS2 apply very good geographical skills of enquiry in a wide range of field work studies. For example, most have a secure knowledge and understanding of the location, features and character of places such as Cardiff Bay which they visit and design their own questionnaires to collect primary evidence regarding people's

views on future land development. Exceptional analytical and evaluative skills are often evident when they justify their judgements.

### **Good features**

- 225 Most pupils, in both key stages, including those from minority ethnic backgrounds, use appropriate geographical vocabulary to convey information and express their opinions.
- 226 Younger pupils in KS1 develop good early map making skills. They draw a clear map of a circus in a field with an appropriate key with clear symbols to show the position of areas such as the big top, caravans and animals.
- 227 Nearly all pupils in KS1 have a good knowledge of the built environment in their own locality, including the town of Penarth. They consider well how their town and school have changed in different ways over the years.
- 228 KS1 pupils consider the world beyond and its contrasting environments by communicating ideas, information and opinions effectively through advertising other countries as holiday destinations. Most have a good knowledge of the built environment and develop a good understanding of the geographical features of a range of different localities and places, including Penarth and their school, and how and why they change.
- 229 KS1 pupils understand well that various celebrations happen in other countries such as China. Nearly all recall clearly details learnt from a visitor talking about Chinese traditional decorations which they use to create their own of good quality. They link celebrations with the different foods Chinese people produce which they evaluate favourably in a local Chinese restaurant.
- 230 In KS2 younger pupils explore maps and have a good knowledge of symbols used to indicate points of interest, such as a cross for a church and a brown triangle for a police station. They locate and mark these accurately on a street map of Penarth and compare and contrast different and similar images they recognise on aerial photographs and maps. The majority become very familiar with how grid references with numbers and letters drawn on the playground with chalk can be used to play games.
- 231 The majority in KS2 research and record neatly the conditions found in a desert and find how people living there adapt to the dry conditions. Pupils compare the differences in climate between two neighbouring countries, Germany and Austria with the United Kingdom, such as colder winters and warmer summers. Comparisons of information about Wales with China are transferred effectively into a mind map.
- 232 Nearly all KS2 pupils are well aware that they live on an active planet and disasters happen due to earthquakes, volcanoes, floods and tsunami waves. They describe the features of a volcano accurately and those parts of the world where they exist in an active or dormant state.
- 233 In KS2 older pupils develop good awareness and understanding of the relevance of geography to environmental, social, economic and political issues. They gain a good insight into migration and consider thoughtfully valid reasons why migrants leave their

home country for others. They realise by researching and comparing countries of origin and destination that many of them leave poor countries such as Somalia, where there is war and famine, to seek a better life. They record migration routes on a world map carefully and accurately.

- 234 The majority of pupils in KS2 acquire a wide range of geographical skills and techniques, particularly those associated with the use of maps, diagrams, photographic, satellite images and ICT. They are familiar with the geography of Wales and features which give the country and its people their character and link these with those in with the wider world community. For example, they identify Welsh exports and the countries they go to on a world map making good use of relevant keys.
- 235 In KS2 older pupils develop their geographical enquiry and investigating skills well through a study of Kenya in Africa as a foreign country in detail and use symbols on a map to show the main features and exports including bananas and cocoa beans. They understand the concept of fair trade and realise that places around the world are connected by the movement of goods. Pupils compare and contrast goods exported from Wales to other countries. They realise the effects of importing certain goods can have dire consequences on the environment, such as the oil spill disaster when the gigantic Sea Empress oil tanker ran aground near Pembrokeshire.
- 236 Many pupils in KS2 collect and present information effectively as a frequency table and chart to show rainforest product in their homes. They discover that products such as cork and bananas are more plentiful than pomegranates and avocados.

### **Shortcomings**

- 237 There are no important shortcomings, but a very few pupils in KS1 have difficulty recalling appropriate geographical terminology.

|                       |
|-----------------------|
| <b>Art and design</b> |
|-----------------------|

|  |
|--|
| <b>Key Stage: 1 Grade 2: Good features and no important shortcomings</b> |
|--|

|  |
|--|
| <b>Key Stage: 2 Grade 2: Good features and no important shortcomings</b> |
|--|

### **Good features**

- 238 In both key stages pupils, including those from minority ethnic backgrounds, make colourful and interesting artistic creations using a range of media effectively to produce attractive displays across the whole school.
- 239 In KS1 the majority of pupils sketch confidently to plan and modify their work and to show how their ideas evolve in a variety of forms, often linked to appropriate themes.
- 240 Most pupils in KS1 develop create colourful collages depicting, for example, shapes found in physical education where they make good use of a range of media, including recycled resources to draw, paint, stick and assemble to represent thin and wiggly shapes. They display good independent cutting and gluing skills, for example, using card and a variety of media and explain clearly their use of line and colour where appropriate.

- 241 The majority of pupils in KS1 understand the difference between primary and secondary colours and demonstrate that adding small amounts of colour can vary tone and shade to create an effect, such as hot and cold. They also use chalks, pastels, photography and watercolours effectively in a range of contexts.
- 242 Good use is made of an ICT graphics program by nearly all younger pupils in KS2 to create a plan of an attractive role play area for celebrations. Completed plans are of good quality showing dexterity, imagination and colour.
- 243 Many pupils in KS2 use the correct terminology when discussing the evaluating the work of other artists as well as their own. They gain inspiration and emulate the style of various artists well, for example when they mix a range of colours and swirls to emulate a style. Their knowledge of the work of a wide range of artists such as Claude Monet, Henri Matisse, Peter Bruezel as well as several Welsh artists, such as Augustus John, is very well developed.
- 244 Nearly all younger pupils in KS2 demonstrate good research skills to acquire knowledge and understanding of body art of indigenous people from various rainforest regions of the world. They are well aware of a variety of styles, colours, shapes and patterns used for face painting and design their own imaginatively. Drawing standards are good with clear attention given to detail. Pupils prepare for painting sensibly and carefully and use their designs to paint on to a cardboard face mask. They show good brush control and mix primary colours effectively to make a variety of secondary colours where appropriate. Completed masks are colourful and realistic reflecting accurately those found in their research.
- 245 Most pupils in KS2 experiment successfully with mixing thick paints to make a range of colours and tones and paint different strokes of varying thickness selecting appropriate brushes. They make good visual representations inspired by the style of a number of artists including the Welsh artist Karl Jenkins.
- 246 Many pupils in KS2 are developing their sketching skills appropriately and use line and shading to good effect to create observational drawings of their local town Penarth. They describe visual features of their locality well and link these accurately to tones and colour. Effective use is made of digital photographs of a view to assist in completing a sketch at a later stage.
- 247 Pupils in KS2 create clear plans for their designs and subsequent construction work. Many compare their ideas with others and suggest various ways that they could improve their work.
- 248 Nearly all older pupils in KS2 use a variety of materials such as paper-mâché to make a range of three-dimensional artefacts in different scales, such as, jewellery, bowls and models which they decorate imaginatively.

### **Shortcomings**

- 249 There are no important shortcomings, but pupils in both key stages seldom consider how they can improve on an individual piece of work to transform it into work of the highest quality.

## **School's response to the inspection**

The staff and governors of Albert primary School welcome the Estyn report following inspection undertaken in February 2009.

The inspection report acknowledges that Albert is a school with many outstanding features and recognises the school has made many improvements since the last inspection report in 2003.

We are delighted that the report celebrates the fact that throughout the school teachers establish exceptional working relationships with pupils and that the school provides an exceptionally broad, balanced and relevant curriculum. We are also pleased to be described as a very inclusive school that provides all pupils with a happy, safe, purposeful and caring environment that contributes to the well-being of pupils.

We are pleased that the inspection report acknowledges that the recommendations made to improve the school still further had already been identified by the school in its SIP and self-evaluation report.

In order to build upon and develop the good practice that exists at Albert, the school will produce an action plan to address the recommendations. A copy of the action plan will be sent to parents/carers and its progress will be reported on in subsequent annual Governors' reports to parents/carers.

Finally, we are keen to acknowledge the professional, courteous and thorough manner of the work undertaken by the inspection team both during and prior to the visit to the school. The process not only validated the dedication and commitment by the staff, pupils and GB, but has given the school a fresh impetus to ensure that Albert remains a school with a highly distinctive character, supporting everyone to achieve their potential in 'Helping Us to Help Ourselves Learn.'

## Appendix 1

### Basic information about the school

|                     |   |
|---------------------|---|
| Name of school      | Albert C.P. School                          |
| School type         | Primary including Foundation Phase          |
| Age-range of pupils | 3 - 11                                      |
| Address of school   | Albert Road<br>Penarth<br>Vale of Glamorgan |
| Postcode            | CF64 1BX                                    |
| Telephone number    | 029 2070 7682                               |

|   |   |
|---|---|
| Headteacher                               | Mr Huw Jones                                    |
| Date of appointment                       | September 2004                                  |
| Chair of governors/ Appropriate authority | Mr Keith Ingram                                 |
| Registered inspector                      | Mr Phillip Edwards                              |
| Dates of inspection                       | 2 <sup>nd</sup> – 5 <sup>th</sup> February 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                    | 28.5    | 28 | 44 | 38 | 49 | 29 | 46 | 42 | 305.5 |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 13        | 2         | 14.6                       |

| Staffing information   |      |
|--|------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 1:21 |
| Pupil: adult (fte) ratio in nursery classes                        | 1:8  |
| Pupil: adult (fte) ratio in special classes                        | N/A  |
| Average class size, excluding nursery and special classes          | 25   |
| Teacher (fte): class ratio   | 1:1  |

| Percentage attendance for three complete terms prior to inspection |       |       |                |
|--|-------|-------|----------------|
| Term   | N     | R     | Rest of school |
| Spring 2008  | 87.6% | 91.1% | 93.2%          |
| Summer 2008  | 87.9% | 92.2% | 93.0%          |
| Autumn 2008  | 89.6% | 93.8% | 94.1%          |

|  |     |
|--|-----|
| Percentage of pupils entitled to free school meals             | 11% |
| Number of pupils excluded during 12 months prior to inspection | 3   |

## Appendix 3

### National Curriculum Assessment Results End of key stage 1:

| National Curriculum Assessment KS1 Results 2008 |                    |          | Number of pupils in Y2: |   |    |    |    | 47 |
|---|--------------------|----------|-------------------------|---|----|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |   |    |    |    |    |
|   |                    |          | D                       | W | 1  | 2  | 3  |    |
| English:  | Teacher assessment | School   | 0                       | 0 | 13 | 68 | 19 |    |
|   |                    | National | 0                       | 4 | 14 | 63 | 19 |    |
| En: reading                                     | Teacher assessment | School   | 0                       | 0 | 19 | 51 | 30 |    |
|   |                    | National | 0                       | 4 | 15 | 55 | 26 |    |
| En: writing                                     | Teacher assessment | School   | 0                       | 0 | 11 | 79 | 11 |    |
|   |                    | National | 0                       | 5 | 16 | 68 | 11 |    |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 0 | 9  | 72 | 19 |    |
|   |                    | National | 0                       | 2 | 11 | 63 | 24 |    |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0 | 2  | 60 | 38 |    |
|   |                    | National | 0                       | 0 | 11 | 65 | 22 |    |
| Science   | Teacher assessment | School   | 0                       | 0 | 6  | 62 | 32 |    |
|   |                    | National | 0                       | 2 | 9  | 66 | 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 | 87.2% | In Wales | 80.7% |
|---------------|-------|----------|-------|

D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)  
W Pupils who are working towards level 1

### National Curriculum Assessment Results

### End of Key Stage 2:

| National Curriculum Assessment KS2 Results 2008 |                    |          | Number of pupils in Y6: |   |   |   |    |    | 51 |
|---|--------------------|----------|-------------------------|---|---|---|----|----|----|
| Percentage of pupils at each level              |                    |          |                         |   |   |   |    |    |    |
|   |                    |          | D                       | W | 1 | 2 | 3  | 4  | 5  |
| English   | Teacher assessment | School   | 0                       | 0 | 0 | 0 | 12 | 55 | 33 |
|   |                    | National | 0                       | 1 | 1 | 3 | 16 | 51 | 29 |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0 | 0 | 0 | 8  | 63 | 29 |
|   |                    | National | 0                       | 1 | 1 | 3 | 15 | 51 | 30 |
| Science   | Teacher assessment | School   | 0                       | 0 | 0 | 0 | 8  | 63 | 29 |
|   |                    | National | 0                       | 1 | 1 | 2 | 11 | 54 | 32 |

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

|               |       |          |       |
|---------------|-------|----------|-------|
| In the school | 86.0% | In Wales | 75.5% |
|---------------|-------|----------|-------|

D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)  
W Pupils who are working towards level 1  
N.B The general expectation is that the majority of 11 year olds will attain level 4

## Appendix 4

### Evidence base of the inspection

Four inspectors, including the school's nominee, spent the equivalent of 14 inspector days in the school and met as a team before the inspection.

These inspectors visited:

- 44 lessons or part lessons, 32 in the six subjects inspected and 12 in other subjects;
- 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;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the pupil council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 125 responses to a parents' questionnaire;
- documentation provided by the school before and during the inspection;
- a wide range of pupils' past and current work; and
- samples of pupils' reports.

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

## Appendix 5

### Composition and responsibilities of the inspection team

| Team member                                | Responsibilities   |
|--|--|
| Mr Phillip Edwards<br>Registered Inspector | Context, summary, recommendations and appendix<br>Key questions 1 and 5<br>Contribution to key question 6<br>Geography and art |
| Miss Linda Thomas Team<br>Inspector        | Key Questions 2, 3 and 4<br>Mathematics and design technology  |
| Mrs Ann Williams Team<br>Inspector         | Key Question 6 and 7<br>Science and information communications technology  |
| Mr John Foley<br>Lay Inspector             | Contributions to key questions 1, 3 and 4  |
| Mr Huw Jones<br>Headteacher and Nominee    | Contribution to team meetings<br>Preparation of the school's response to the report  |

### Name and address of contractor:

Baker-Phillips Educational Communications Ltd, Oaks Lea, Higher Knolton, Overton,  
Wrexham

### Acknowledgement

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