

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

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

**Gabalfa Primary School  
Colwill Road  
Cardiff  
CF14 2QQ**

**School Number: 6812019**

**Date of Inspection: 29 June 2009**

**by**

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

The inspection of Gabalfa Primary School took place between 29/06/09 and 01/07/09. An independent team of inspectors, led by Wil Williams 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 |

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## Context

### The nature of the provider

- 1 Gabalfa Primary is a community school situated in the Gabalfa area of Cardiff. The school serves some private, but mainly rented homes. It admits children to the nursery at the age of three years.
- 2 Built as separate infant and junior schools in the 1950s, the school became a primary school over sixteen years ago. A pathway links the infant and junior buildings and generous grassed areas surround the school buildings.
- 3 There are currently 224 pupils on roll, which include 40 part-time nursery children. This is much smaller than at the time of the last inspection when there were about 292 pupils on roll. The school is organised into six single-age classes and two mixed-age classes, one for Year 4 and Year 5 and another for Year 5 and Year 6. They are taught by ten full-time and 3 part-time teachers.
- 4 The school describes the area it serves as being mainly socially and economically deprived. Thirty-six per cent of its pupils are entitled to receive free school meals, which is significantly higher than local and national averages. There are no pupils who are 'looked after' by the local authority (LA).
- 5 English is the predominant language for approximately 70 per cent of pupil, with the remaining 30 per cent representing a broad spectrum of ethnic minority groups. Sixty-five pupils receive support teaching in English as an additional language. There are no pupils who use Welsh as a first language.
- 6 Baseline assessments indicate that attainment on entry is generally below the national average with many children requiring input from Speech and Language Therapy. Approximately 27 per cent of pupils have been identified as having special educational needs (SEN), eight of whom have a statutory statement of SEN. Nine pupils had been temporarily excluded from school during the twelve months before the inspection.
- 7 There have been no significant changes to the nature of the school since it was last inspected in the summer of 2003. The head teacher has been in post for almost seven years.

## **The school's priorities and targets**

- 8 According to its Prospectus, the aim of the school is 'to work alongside the parents and the community to provide a safe, supportive environment where learners can develop the necessary skills to become independent and self-sufficient adults, who will succeed and contribute responsibly in a global community.'
- 9 The school's targets for 2008 – 09 include to:
- review and establish effective planning to reflect the Foundation Phase and the requirements of the 2008 Curriculum;
  - improve Assessment for Learning strategies and improve pupil-tracking systems;
  - improve average pupil attendance to reach 92 per cent by July 2009; and to
  - raise speaking and listening skills so that 80 per cent of pupils by the end of key stage 1 achieve Level 2.

## Summary

- 10 The leadership skills and commitment of the head teacher have been key factors in bringing about substantial improvements in standards and provision at the school since the last inspection.
- 11 Pupils are extremely well cared for, guided and supported in an exceptionally secure and friendly environment. The school has a very positive ethos and all pupils are valued and included.
- 12 Outstanding progress has been made in addressing all the key issues identified in the 2003 inspection.

### Table of grades awarded

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

- 13 The judgements of the inspection team match the findings of the school in all but one of the key questions.

### Standards and progress

- 14 In 2009, pupil attainment at the end of both key stages was lower than the 2008 local and national results in English, mathematics and science. The percentage of pupils attaining the higher levels was significantly above the national average in key stage 1, but below average in key stage 2.
- 15 Attainment in key stage 1 during the period 2006 – 2008 has, in the main, been among the highest 50 per cent of schools in the same free school category. Key stage 2 attainment has been generally in the lowest 50 per cent of similar schools.
- 16 The school's detailed data analysis shows almost all pupils making good progress during the Foundation Phase and through key stages 1 and 2.
- 17 In the subjects inspected, standards of achievement are as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 21%     | 76%     | 3%      | 0%      | 0%      |

- 18 These percentages exceed the national picture reported by Her Majesty's Chief Inspector of Schools (HMCI) in the latest annual report where nationally standards in 12 per cent of lessons are Grade 1, 72 per cent are Grade 2 and 15 per cent are Grade 3.
- 19 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.
- 20 Standards of achievement in the early years are as follows:

**Areas of learning for under-fives**

|  |         |
|--|---------|
| Foundation Phase and Reception:                                    | Grade 2 |
| Personal and social development, well-being and cultural diversity | Grade 2 |
| Language, literacy and communication                               | Grade 2 |
| Mathematical development   | Grade 2 |
| Welsh language development   | Grade 1 |
| Knowledge and understanding of the world                           | Grade 2 |
| Creative development   | Grade 2 |
| Physical development   | Grade 2 |

- 21 Standards of achievement in the subjects inspected in key stages 1 and 2 are as follows:

| <b>Subject</b>        | <b>Key stage 1</b> | <b>Key stage 2</b> |
|-----------------------|--------------------|--------------------|
| English               | Grade 2            | Grade 2            |
| Welsh second language | Grade 1            | Grade 1            |
| History               | Grade 2            | Grade 2            |
| Physical education    | Grade 2            | Grade 2            |
| Religious education   | Grade 1            | Grade 1            |

- 22 Pupils of all ages achieve good standards in their knowledge, understanding and skills. Pupils with SEN and those for whom English is an additional language make good progress and achieve their individual targets.
- 23 Pupils of all ages achieve good standards in the key skills of language and communication, using and applying mathematics, and information and communication technology (ICT). They make outstanding progress in their bilingual competence and their problem-solving skills.
- 24 Pupils make good progress in understanding what they are doing, how well they are progressing and what they need to do to improve. Nearly all pupils make good progress towards fulfilling their potential and moving onto the next stage of learning.
- 25 Overall pupils make good progress in their personal, social and learning skills. Most pupils behave properly, they are friendly and polite and show care and respect for each other and all adults in the school. Pupils' ability to work

independently develops well. Their understanding of the diversity of beliefs and cultures is outstanding.

- 26 Pupils across the school make good progress in their personal, social, moral and wider development.
- 27 At 90.44 per cent, the average rate of attendance for the three terms prior to the inspection is well below the LA and national averages. A major concern is the persistent lateness of a small number of pupils.

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

- 28 The quality of teaching in the lessons observed was judged as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 20%            | 78%            | 2%             | 0%             | 0%             |

- 29 These percentages exceed the figures in the latest national picture where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. They also exceed the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1). This indicates a considerable improvement since the previous inspection.
- 30 Outstanding features in teaching include high expectations and exciting and challenging tasks and opportunities for pupils to develop their independent learning skills. Good features, which are common in nearly all lessons, include careful planning, skilful questioning and the purposeful use of resources to stimulate pupils' interest.
- 31 Arrangements for assessing, recording and reporting on pupils' achievements are good.
- 32 The curriculum is well matched to the needs of the full range of pupils' abilities. It is broad and balanced and complies with the requirements of the Foundation Phase and the National Curriculum.
- 33 Learners' experiences are broadened and enriched through the provision of a number of extra-curricular activities and visits by members of the community and external agencies.
- 34 Provision for personal and social development is good. Pupils' spiritual, moral, social and cultural development is well-integrated into the life of the school.
- 35 The curriculum is enriched by effective partnership with parents, the community, other schools and institutions that provide opportunities for pupils to extend their learning experiences.

- 36 A strong Welsh ethos is achieved in the school with the provision for promoting pupils' bilingual skills and the *Cwricwlwm Cymreig* being outstanding.
- 37 Visitors from the community and a carefully planned programme of educational visits help to raise pupils' awareness of the world of work. However, there are few opportunities to develop their entrepreneurial skills.
- 38 Good attention is given to promoting pupils' understanding of sustainable development and their awareness of global citizenship.
- 39 The personal support and guidance provided for pupils is outstanding. As a result, pupils are confident to approach any member of staff with problems or concerns.
- 40 Good attention is given to promoting pupils' well-being and there are comprehensive policies and practices to ensure their welfare and safety. Arrangements for monitoring pupils' attendance and punctuality are outstanding.
- 41 The provision for pupils with (SEN) is good with outstanding features. Pupils' specific needs are identified at an early stage and the very effective support provided enables them to make good progress in their work.

### **Leadership and management**

- 42 The quality of strategic management and leadership is good. Expectations are high and there is a shared commitment towards improving educational standards.
- 43 Governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. They fulfil their monitoring and evaluation duties effectively.
- 44 Planning for improvement is effective. Self-evaluation procedures are comprehensive and the School Improvement Plan is a robust document which gives a clear sense of direction for the school's work.
- 45 Staffing levels are appropriate and the school is well resourced with a range of equipment which meets the needs of pupils in all subjects. Effective use is made of accommodation to provide a stimulating setting for teaching and learning. Financial planning is good.
- 46 The school provides value for money.

## Recommendations

47 In order to move the school forward, the governing body and staff need to:

R1 \* improve attainment at the end of both key stages;

R2 \*improve attendance rates and punctuality; and

R3 provide more opportunities for pupils to develop their entrepreneurial skills.

\*areas for development included in the self-evaluation report.

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

- 48 The inspection team's judgements match the school's findings in its self-evaluation report.
- 49 In 2009, pupil attainment at the end of key stage 1 was, on average, 10 per cent lower than 2008 local and national results in English, mathematics and science. However, the percentage of pupils attaining Level 3 in all three subjects was significantly higher than the national attainment. During the period 2006 – 2008, attainment has, in the main, been among the highest 50 per cent of schools in the same free school category.
- 50 Key stage 2 pupils' attainment in all three core subjects in 2009 was slightly below national and local averages with a smaller percentage attaining Level 5. Between 2006 and 2008, attainment has been generally in the lowest 50 per cent of similar schools.
- 51 In both key stages, there is no discernible difference between the performance of girls and boys.
- 52 The school's detailed data analysis shows almost all pupils making good progress during the Foundation Phase, and through key stages 1 and 2.
- 53 In the subjects inspected, standards of achievement are as follows:

| <b>Grade 1</b> | <b>Grade 2</b> | <b>Grade 3</b> | <b>Grade 4</b> | <b>Grade 5</b> |
|----------------|----------------|----------------|----------------|----------------|
| 21%            | 76%            | 3%             | 0%             | 0%             |

- 54 These percentages exceed the figures in the latest national picture where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They also exceed the published figures of 12 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1). This indicates a considerable improvement since the previous inspection.
- 55 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.

56 Standards of achievement of the early years are as follows:

**Areas of learning for under-fives**

|  |         |
|--|---------|
| Foundation Phase and Reception:                                    | Grade 2 |
| Personal and social development, well-being and cultural diversity | Grade 2 |
| Language, literacy and communication                               | Grade 2 |
| Mathematical development   | Grade 2 |
| Welsh language development   | Grade 1 |
| Knowledge and understanding of the world                           | Grade 2 |
| Creative development   | Grade 2 |
| Physical development   | Grade 2 |

57 Standards of achievement in the subjects inspected in key stage 1 and key stage 2 are as follows:

| <b>Subject</b>        | <b>Key stage 1</b> | <b>Key stage 2</b> |
|-----------------------|--------------------|--------------------|
| English               | Grade 2            | Grade 2            |
| Welsh second language | Grade 1            | Grade 1            |
| History               | Grade 2            | Grade 2            |
| Physical education    | Grade 2            | Grade 2            |
| Religious education   | Grade 1            | Grade 1            |

58 Nearly all pupils of all ages achieve good standards in their knowledge, understanding and skills. Pupils with SEN and those for whom English as an additional language make good progress and achieve their individual targets.

59 Pupils of all ages achieve good standards in the key skills of language and communication, using and applying mathematics, and information and communication technology (ICT).

60 Early years children listen attentively during group or whole-class sessions and express their ideas clearly. They apply their mathematical skills effectively during practical activities and are confident users of ICT.

61 Key stages 1 and 2 pupils demonstrate good listening skills during group discussions and respond quickly to questions and instructions. They have a good understanding of subject specific vocabulary and use their reading skills well when searching for information in books or on websites. They write confidently for a range of different purposes.

62 Pupils use and apply their mathematical skills very confidently in different curricular contexts, especially when using standard measures or recording statistical data.

63 In both key stages, pupils use their ICT skills purposefully and skilfully for gathering and presenting information and data. They use a range of ICT software and equipment confidently.

- 64 Pupils of all ages make outstanding progress in their bilingual competence. Children in the early years listen and respond confidently to instructions and speak clearly, using simple Welsh words, greetings and expressions. As they progress through key stages 1 and 2, pupils use their oracy, reading and writing skills with increasing confidence and independence.
- 65 Through their involvement in the Building Learning Power (BLP) initiative, pupils across the school make outstanding progress in their problem-solving skills. From the Foundation Phase onwards, particular focus is put on developing thinking skills, which subsequently enables pupils of all ages to tackle problem-solving activities in a confident and systematic manner. Pupils apply new knowledge and skills with a high degree of confidence in a wide range of contexts.
- 66 All pupils make good progress in understanding what they are doing, how well they are progressing and what they need to do to improve. The whole-school practice of sharing learning objectives with pupils at the beginning of lessons and of using plenary sessions to reflect on progress in achieving them, contributes substantially towards developing pupils' self-assessment skills.
- 67 Nearly all pupils make good progress towards fulfilling their potential and moving onto the next stage of learning. Very few instances of underachievement were seen by the inspection team.
- 68 Overall, pupils make very good progress in their personal social and learning skills. Children in the Foundation Phase quickly learn routines and become independent from a young age. They show very good levels of concentration, take turns, share equipment and play well together.
- 69 Throughout the school pupils are friendly, polite and happy to talk to visitors. Although there is a minority of pupils in most classes who present teachers with challenging behaviour, most pupils behave properly in lessons and at other times. The school has high expectations. Pupils understand what is expected of them and most have a clear sense of right and wrong. They show care and respect for each other and all adults in the school.
- 70 Pupils across the school make good progress in their personal, social, moral and wider development. Nearly all have acquired a secure set of moral values which provides them with a clear understanding of how they can contribute to their school, their community and to the wider world. The quality of relationships is such that pupils express and explore their views openly and honestly and are willing to listen to the opinions of others.
- 71 Key stages 1 and 2 pupils develop a very good understanding of corporate responsibilities through their roles on the school council and Eco committee.
- 72 Nine pupils in key stage two have been subject to fixed-term exclusions in the last twelve months. There have been no permanent exclusions.

- 73 Pupils' ability to work independently and to take more responsibility for their own learning develops well. Foundation Phase children make their own choices and decisions and are confident and eager to explore new learning situations. By key stage 1, pupils work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes.
- 74 Nearly all pupils are developing into resourceful young people with a strong sense of belonging within the school and the local community. They have an outstanding understanding of the diversity of beliefs and cultures.
- 75 All pupils, including those with SEN, are very well prepared for effective participation in the workplace. They are involved in a good range of projects and events as well as visits to appropriate places.
- 76 At 90.44 per cent, the average rate of attendance for the three terms prior to the inspection is well below the LA and national averages. Attendance levels for children in the Foundation Phase are consistently below 90 per cent. Absences are caused mainly through illness and family holidays in term time.
- 77 However, attendance is steadily improving. There is evidence that individual classes achieve weekly attendance of up to 98 per cent. The school met its target of 92 per cent in March 2009.
- 78 A major concern is the persistent lateness of a small number of pupils, who miss the important social time at the start of day. This has a negative impact on their learning.

## The quality of education and training

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

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

79 The inspection team's judgements match the school's findings in its self-evaluation report.

80 The quality of teaching in the lessons observed was judged as follows:

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---------|---------|---------|---------|---------|
| 20%     | 78%     | 2%      | 0%      | 0%      |

81 These percentages exceed the figures in the latest national picture where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. They also exceed the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1). This indicates a considerable improvement since the previous inspection.

82 In the lessons which have outstanding features, members of staff stimulate and challenge learners to achieve success as they:

- impart high expectations of pupils' performance and give a lively and energetic delivery of the lesson;
- plan work that is very exciting and challenging and give pupils opportunities to develop their independent learning skills and those linked to making informed choices; and
- ensure the teaching is well focused on the results of daily assessment and use appropriate intervention techniques to support pupils' learning.

83 In the lessons which have good features and no important shortcomings, members of staff:

- carefully plan lessons with clear aims and learning objective, which are shared with pupils;
- use skilful questioning that builds well on what pupils already know and can do and further develops their thinking skills;
- use a wide range of resources and artefacts to stimulate interest;
- explain concepts and develop pupils' knowledge and understanding whilst extending their curiosity and developing their enthusiasm for learning; and
- have a good subject knowledge and familiarity with recent developments in their field.

84 In the very small number of lessons where there are minor shortcomings in teaching;

- too much time is spent talking to pupils at the start of the lessons; and
- pupils are not kept on task for the whole lesson and this curtails the learning process.

- 85 The continuous application of pupils' thinking and problem-solving skills are a growing strength of the teaching at the school.
- 86 The good quality of teaching in the Foundation Phase provides children with a wide range of learning experiences and there is a good balance between teacher-led and child-initiated activities. These experiences are well planned and promote the skills and knowledge and understanding necessary for learning.
- 87 Throughout the school teachers establish very good relationships with pupils that foster learning well. With the help of well trained support staff they create an environment where learning is well promoted and the contribution of each pupil valued.
- 88 Well organised and appropriate support is provided for pupils with SEN and for those pupils for whom English is an additional language. All members of staff are fully committed to the provision of equal opportunity. Teachers meet the language needs of all pupils at an appropriate level, including providing many opportunities for pupils to apply their bilingual skills across all areas of the curriculum.
- 89 Pupils are purposefully supported throughout by well-trained support staff. The contribution of teaching assistants is a strength of the school.
- 90 Arrangements for assessing, recording and reporting on pupils' achievements are good and comply fully with statutory requirements.
- 91 Planning and assessment in the Foundation Phase is detailed and effective. Staff monitor individual progress rigorously, noting significant stages in the child's learning and collate these in individual children's profiles. The information is used to set targets within the areas of learning.
- 92 Assessment records are consistently shared across the whole school with other interested parties.
- 93 In key stages 1 and 2 the consistency and accuracy of assessment strategies and methods of recording pupils' progress and achievements are good. Teachers establish a clear set of criteria in their planning, which they use effectively to measure success, evaluate progress and influence future planning. These aspects of planning are well supported on a daily basis as staff and pupils record significant individual progress in their chosen activities.
- 94 All staff have received training in moderating pupils' work to ensure assessment is consistent and rigorous across the school.
- 95 Pupils are involved in setting and reviewing targets relating to personal, literacy and social skills. They discuss these targets with staff and evaluate their progress against them with understanding. Most pupils, particularly in key stage 2, understand what they need to do to improve their work and make progress.

- 96 The marking of pupils' work is good overall, but is inconsistent in its quality across the school. Written comments are generally reflective and often include praise and encouragement. Frequent verbal feedback to pupils is good throughout and informs pupils how they may improve upon specific aspects of their work.
- 97 The pupils themselves have good opportunities to comment on aspects they found enjoyable, successful or areas they feel they could improve upon. They evaluate their own work and that of their peers regularly and accurately. This is a developing strength of assessment within the school.
- 98 The school collects a great deal of data, which is carefully analysed and action is taken to effect future planning. The school has just begun the process of consolidating all assessment data into an electronic system.
- 99 Reports to parents fulfil all legal requirements. All parents/carers have regular opportunities to discuss their child's progress with members of staff and are invited to comment upon or contribute towards the end-of-year reports.

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

**Grade 2 - Good features and no important shortcomings**

- 100 The inspection team's judgements match the school's findings in its self-evaluation report.
- 101 The curriculum is well matched to the needs of the full range of pupils' abilities, providing a wide range of rich and relevant activities. The curriculum is suitably accessed by pupils with SEN, those with physical difficulties and pupils with English as an additional language. It fully meets statutory requirements.
- 102 Provision for the Foundation Phase adheres to the principles of the Phase, fully meets children's needs and covers all areas of learning. These principles have been successfully implemented in classes with 4 and 5 year olds, as well as the statutory 3 and 4 year olds.
- 103 The curriculum is broad, balanced and progressive and pays due regard to Curriculum 2008. Learning experiences are carefully planned, structured and build effectively on previous learning. In the subjects inspected the detailed schemes of work enable pupils to revisit and apply skills and concepts as well as knowledge and understanding. This is a particular strength in the Foundation Phase curriculum.
- 104 There is a good, well-planned provision for the progressive development of basic and key skills across the Foundation Phase, key stages 1 and 2 as well as for the delivery of the National Curriculum common requirements.

- 105 Learners' experiences are broadened and enriched through the provision of a number of extra-curricular activities. These include sports, gardening, maths and art and craft clubs. They complement the curriculum well and contribute effectively to pupils' personal and social development.
- 106 Pupils throughout the school benefit from a range of educational visits, which bring meaning and excitement to their learning.
- 107 Visitors to the school, such as local historians, dance groups and visiting theatre groups enrich pupils' learning. Similarly, special events, for example those linked to local cultural celebrations, also broaden pupils' horizons.
- 108 Provision for pupils' personal, spiritual, moral, social and cultural development is good.
- 109 Arrangements for collective worship meet statutory requirements. During these sessions pupils' spiritual development is promoted effectively where other people's lives and beliefs are explored in detail. They readily empathise with those less fortunate than themselves.
- 110 The strong emphasis on moral values, such as honesty, fairness and respect, is a notable feature of school life. Pupils are keen to take responsibility and are proud of their school.
- 111 The school actively promotes cultural development in a variety of successful ways, enabling pupils to show a very good understanding and appreciation of their own and other cultures.
- 112 The school's partnership with pupils, parents, the community, other schools and institutions is good and a major strength. The curriculum is greatly enriched by these effective partnerships as they present opportunities for pupils to extend their learning experiences.
- 113 Parents are very supportive of the school and in the pre-inspection meeting with the inspectors and resulting questionnaires they state that they are happy with the quality of education their children receive. Parents and friends help with various classroom activities, and their expertise is used to support specific projects, such as the creation of a school garden.
- 114 The quality of information provided for parents is of a good standard, and parent workshops and courses provided by the school are very well attended. An outstanding element is a multi-cultural group which meets weekly to draw out similarities between folk tales of their varying homelands.
- 115 Links with other primary schools and the local secondary school are very good; the cluster transition plan promotes effective working relationships between all local schools. The close links with colleges of further education lead to effective partnerships with these institutions for the benefit all pupils.

- 116 The very strong links with the community broaden and enrich pupils' learning experiences very well. The school has been involved with the local home for the elderly as well as cultural links with various groups within the community.
- 117 Provision for promotion of pupils' bilingual skills is outstanding. The *Cwricwlwm Cymreig* is well integrated into all schemes of work and is promoted very well in subjects across the curriculum. A strong Welsh ethos is achieved within the school by giving Welsh a prominent visual role in bilingual signs, labels and displays.
- 118 The school has a very positive attitude to industrial placements; four teachers have undertaken placements to enhance their professional and teaching skills and have produced invaluable teaching resources.
- 119 Visitors from the community and a carefully planned programme of educational visits help to raise pupils' awareness of the world of work, both past and present and further strengthen the school's links with the community.
- 120 The school promotes equal opportunities extremely well. This is an outstanding feature. Pupils, irrespective of their social background, gender, disability or ethnicity, are very positively included in all appropriate school activities.
- 121 The school has recently set up an Eco Committee and is working towards bronze award status. Pupils are encouraged to develop a good understanding of sustainable development through recycling and composting schemes. They are very aware of the need for energy and water conservation and of the detrimental effects of litter on the environment. Pupils in the gardening club care for the school garden.
- 122 Pupils' awareness of global citizenship is raised through the school's link with a school in India. They are developing a good awareness of Fairtrade issues through providing fairtrade refreshments to parents after class assemblies.
- 123 Many invaluable opportunities are provided for pupils to develop team-building and decision-making skills but opportunities to develop their entrepreneurial skills are few.
- 124 The wide range and variety of learning experiences provided by the school lay firm foundations for enabling its pupils to acquire the appropriate knowledge, understanding, skill and attitudes that are necessary for lifelong learning.

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

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

- 125 The inspection team's judgement differs from the Grade 2 awarded by the school in its self-evaluation report. Although the school identified many

outstanding features in its self-evaluation report, it lacked the confidence to award a Grade 1.

- 126 Pupils are extremely well cared for, guided and supported in an exceptionally secure and friendly environment. The school has a very positive ethos and all pupils are valued and included. Staff liaise very effectively with a wide range of support services. The quality of care, support and guidance provided for pupils is outstanding.
- 127 The school council and Eco committee have a persuasive voice in the school. They are very aware of the need for healthy lifestyles through their work in the gardening club, design of playground zones and the purchase of outdoor play equipment.
- 128 Induction programmes for the under fives are carefully planned and implemented and the Foundation Phase handbook provides very useful information. There are very effective arrangements to support pupils who join the school at a later stage, including a buddy system. Pupils quickly learn the routines and settle well into school life.
- 129 The key stage 1 to key stage 2 transition arrangements are outstanding. Pupils are involved in an exciting Creativity Project over a five-week period.
- 130 The personal support and guidance provided for pupils is outstanding. Suitably trained teaching assistants use a range of intervention strategies very effectively. As a result pupils are confident to approach any member of staff with problems or concerns.
- 131 Provision for personal and social development is good and a rich variety of learning experiences provides good opportunities for the development of the whole pupil. Circle time is used imaginatively to develop pupils' confidence, self-esteem and life-skills.
- 132 Arrangements for monitoring pupils' attendance and punctuality are outstanding. The school operates a first-day response system to absence and works very closely with the Educational Welfare Officer and those families that give concern. Reasonable attendance targets are set and the class with the best attendance is celebrated weekly. Certificates are awarded termly and published on the website. Appropriate procedures have been followed in the nine cases of fixed-term exclusions in the past twelve months.
- 133 The school promotes healthy eating through the daily fruit tuck shop and encourages pupils to take healthy fruit options at lunchtime times: fruit and salad is available daily and pupils have access to water throughout the day. The school is in its fourth year of the Healthy Schools initiative.
- 134 After-school sports clubs and outdoor play equipment promote healthy exercise and active lunchtimes and are very well supported.

- 135 Adults in the school are very well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy, risk assessments are systematic and all staff are alert to issues relating to the well being of pupils.
- 136 There are effective policy and procedures for child protection in line with LA guidelines. All teachers and staff are fully aware of their responsibilities.
- 137 The provision for pupils with SEN is good with outstanding features. The school's policies are comprehensive and fully comply with the SEN Code of Practice, and the framework for inclusive education. The school very effectively identifies pupils' individual needs through teacher observation and assessment, and regular visits from the education psychology service. It appropriately monitors progress in meeting these needs throughout the school, using an effective tracking system. The school's SEN co-ordinator (SENCo) manages her responsibilities extremely well.
- 138 In the Foundation Phase, children with speech and language difficulties, and those requiring help with learning English as an additional language, are identified at an early stage, and prompt action is taken to meet their needs.
- 139 Pupils on the SEN register have their own individual education plans which are of high quality. They include attainable targets, teaching strategies and achievement criteria. Pupils in need of extra help in literacy and numeracy benefit greatly from a range of initiatives, such as phonic work and guided reading, delivered most effectively by suitably trained support staff. Pupils with SEN are provided with outstanding support within the classroom by support staff and class teachers. Where one-to-one help is provided in class, support staff intervene wisely in the learning process. Pupils with SEN also benefit from invaluable support in small withdrawal groups.
- 140 Parents are invited to be fully involved in the processes, including the annual reviews, although many parents choose not to be involved. The school makes very effective use of a wide range of outside agencies, such as social services, health workers, and speech and language therapists. Specialist input is effectively incorporated into individual programmes and has a positive impact on pupils' progress. Pupils with disabilities are taught alongside their peers and are provided with sensitive support, and those with sensory impairment are supported very well by support staff. Pupils from the adjoining special school are welcomed to lessons on occasion, and benefit greatly from being taught alongside mainstream pupils; this is an outstanding feature. All pupils with SEN are integrated fully into the life and work of the school.
- 141 Outstanding support, especially in key stage 1, is provided by the LA for approximately 65 pupils who have English as an additional language. Outstanding features of the provision are the Story Share sessions where mothers read with their children in the home language, and the weekly Golden Hour sessions, when Bengali children participate in lively activities run by a teaching assistant who is a fluent Bengali speaker. All pupils with English as an additional language have detailed individual language plans and receive

effective support within classes to help them complete the same tasks as their peers. The progress of these pupils is carefully monitored, and support, care and guidance are extremely good.

- 142 Each teacher lists more-able and talented pupils in the class. In general, support and challenge for these pupils is appropriate.
- 143 Strategies for managing pupils with challenging behaviour are extremely well developed, consistently applied and are largely effective. Individual plans are in place for pupils whose behaviour causes concern, and the school makes very effective use of the behaviour support team when necessary. The rewards and sanctions system impacts positively on behaviour.
- 144 The school has appropriate policies and procedures for dealing with race equality, disability discrimination and equal opportunities and to counter oppressive or bullying behaviour.
- 145 There are appropriate arrangements to integrate pupils with disabilities into the school. A clear disability accessibility plan is in place and the disability equality scheme and the accompanying action plan recognise the need to review procedures regularly.

## Leadership and management

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

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

- 146 The inspection team's judgements match the school's findings in its self-evaluation report.
- 147 The leadership skills and commitment of the head teacher have been key factors in bringing about substantial improvements in both standards and provision at the school since the last inspection. Through adopting a collaborative approach, a particular emphasis is put on delegating responsibility so that leadership and team work are developed at every level in the school. Common values are shared about learning, behaviour and relationships and appropriate aims and policies concentrate on the needs of the learners. Expectations are high and there is a shared commitment towards improving educational standards.
- 148 The head teacher is ably assisted by the deputy head teacher and senior management team, who play a key role in leading and managing the school. They fulfil their monitoring and evaluation responsibilities thoroughly and make a significant contribution to school improvement.
- 149 There is a wide range of policies, which promote equality of access and provision across all of the school's activities. Staff and governors are fully involved in the decision-making process and their views are valued by the head teacher. Through the School Council pupils also have opportunities to air their views about aspects of school life.
- 150 The school is heavily involved with a range of national and local initiatives, which improve pupil performance and enhance the quality of provision. It has been awarded the Basic Skills Quality Mark on two occasions and has completed all the elements of the Healthy Schools Initiative. The 'Building Learning Power (BLP) initiative, which is implemented throughout the school, has resulted in significant improvements in the quality of pupils' learning. A planned approach has been taken towards the implementation of the Foundation Phase and Curriculum 2008.
- 151 Effective partnerships have been formed with a wide range of other providers of education and training. There are very productive links with other primary schools in the cluster.
- 152 Good use is made of assessment information, including performance data, for identifying groups of underachieving pupils. Targets set for pupils at the end of both key stages 1 and 2 are challenging, but achievable.
- 153 Teachers experience a wide range of professional development through school-based courses, educational conferences and local consortia training.

Procedures for performance management are very thorough and there are purposeful strategies for sharing good practice and developing new skills. All staff are set realistic and challenging objectives, which incorporate both the needs of the individual and the school's priorities. These procedures contribute significantly towards creating a strong team ethos and improving standards.

- 154 The roles and responsibilities of governors are clearly understood by all. Through their committee structure and the detailed reports they receive from the head teacher, governors are well informed about the school's needs and priorities and contribute effectively to strategic planning. They are made fully aware of targets set and any issues surrounding school life. As a result of their involvement in self-evaluation, governors raise issues for discussion, clarification and elaboration. They have a clear understanding of the significance of their role as critical friend to the school.
- 155 Governors visit the school and monitor pupils' work and the quality of provision. They are fully involved and knowledgeable about the work of the school and have effective link roles with the senior management team and the curriculum leaders.
- 156 There is a policy and clear procedures that any person should follow if they wish to make a complaint about the school. The guidelines include details of the course of action to be followed, and sets specific time limits for resolving any complaint.
- 157 The governing body fully meets its statutory duties.

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

**Grade 2 - Good features and no important shortcomings**

- 158 The inspection team's judgements match the school's findings in its self-evaluation report.
- 159 Senior managers, subject leaders and governors are well-informed about the school's performance and use the information gathered through self-evaluation very effectively to make improvements. Subject leaders provide detailed self-evaluation reports of the subjects under their charge in which they address aspects of all the seven key questions and identify both good features and shortcomings in the subject under scrutiny. These reports are accompanied by concise action plans showing the way ahead.
- 160 The school's judgements in its self-evaluation report agreed with the findings of the inspection team in all but one of the key questions. It differs in key question 4, where the inspection team's judgement of a Grade 1 is higher than the Grade 2 deemed by the school.

- 161 Leaders and managers gather first-hand evidence of performance in those areas for which they are responsible through regular monitoring exercises. They also use information from measurable performance data to augment their knowledge and understanding of how well the school is performing. They use the information gathered from a variety of sources very effectively to identify and address aspects for improvement and to identify groups of pupils who may need extra support.
- 162 There are formal arrangements for canvassing the opinions of parents and the views of the School Council are also considered when priorities are being set. The school takes account of these views and takes positive action where necessary.
- 163 The self-evaluation report is detailed and of good quality. The criteria in each key questions are addressed fully and the judgements made are clear, honest and evidence based with both the strengths and shortcomings of the school identified. Where there are outstanding features, these have also been identified. There are clear links between the outcomes of self evaluation and the strategic management of the school with the priorities included in the School Improvement Plan.
- 164 The School Improvement Plan is a robust and collaborative document which gives a clear sense of direction for the school's work. It identifies the priorities to be addressed and includes details of the tasks to be completed and the monitoring methods to be employed. It is underpinned by sound financial planning, which is linked to the school's priorities and targets.
- 165 The good progress made in raising standards of attainment across the school indicates that self-evaluation has been a key element in bringing about significant improvement in the school.
- 166 The school has made outstanding progress in addressing all twenty-four key issues identified in the 2003 inspection. Through purposeful strategic management standards have improved across both key stages and the quality of the teaching and provision have improved significantly.

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

#### **Grade 2 - Good features and no important shortcomings**

- 167 The inspection team's judgements match the school's findings in its self-evaluation report.
- 168 Staffing levels in the school are appropriate and all teachers are well-qualified and experienced to ensure that the curriculum is delivered effectively. Staff work very well in teams and are effectively deployed to meet the needs of pupils. Provision is further enhanced by the regular visits of the specialist Welsh teacher, who has an extremely positive influence on standards, and

peripatetic music tutors. Also, a specialist agency provides good support for pupils learning English as an additional language.

- 169 Non-contact time is provided for all teachers, and the school has restructured the work force effectively according to requirements. The management of planning, preparation and assessment time is good, and teachers use the time efficiently. The effective use of sports expertise to cover for colleagues during these sessions ensures progression and continuity in pupils' learning, especially in physical education.
- 170 Support staff play a key role in ensuring the smooth running of the school and in promoting high standards. They work effectively in classes and co-operate well with teachers in planning, teaching and recording pupils' progress.
- 171 Strong emphasis is placed on the continuous development of staff. Good effects of continuing professional development are evident in many curricular areas, for example, in the Foundation Phase. The effective delivery of literacy and numeracy initiatives by support staff, who have received specialist training in the fields, contribute significantly towards pupils' learning. All staff attend courses, which are linked to priorities in the School Improvement Plan and to their own personal development. The school benefits greatly from the positive guidance shown by members of the senior management team, who attend leadership and management courses.
- 172 The school caretaker, lunch-time staff and cleaners make invaluable contributions to the day-to-day running of the school. Clerical staff have considerable expertise and experience in providing and ensuring value for money for the school, and are valued members of the school team.
- 173 The school is well resourced with appropriate equipment for the needs of pupils in all subjects, and the head teacher has effective systems to ensure that all resources are fully utilised. Their purchase is based on the requirements of the School Improvement Plan. The quality of resources is good with sufficient equipment for creative and practical activities. The Foundation Phase is particularly well-resourced. There are collections of reading and reference books in classrooms, and a central library which pupils use for research purposes. The ICT suite is used purposefully by all classes, and each class has access to interactive whiteboards.
- 174 Despite the age of the school, on the whole it is in good condition in terms of appearance, cleanliness, repairs and maintenance. It benefits greatly from having a caretaker living on site, who is very proud of the school. Effective use is made of accommodation to provide a stimulating setting for teaching and learning. Good use is made of spare classrooms for a variety of purposes, for example, for instrumental tuition and language support. Halls in both buildings are used well for collective worship and for physical education sessions, and the stage is used effectively for performances and in celebration assemblies.

- 175 The extensive school grounds consisting of grassed areas, hard-standing areas, a garden, and a meadow conservation area are use very effectively as valuable learning tools. Foundation Phase children benefit greatly from the recent development of the outdoor area, and make constant use of the well-resourced outdoor classroom areas. Displays on classroom walls and in the corridors are colourful and attractive; they create a stimulating and lively ethos, and celebrate pupils' success well.
- 176 Financial planning and spending are closely linked to priorities identified by staff and the governing body. The school takes advantage of opportunities to obtain grants to fund staff development. An outstanding feature is the use of a specific grant that allows staff from the local secondary school to work with year 6 pupils as part of a successful transition project. The governing body's finance committee meets regularly and ensures effective management of the budget.
- 177 The school provides value for money.

## Standards achieved in subjects and areas of learning

### Under 5s

- 178 Gabalfa has fully implemented the Foundation Phase for children aged 3 to 4 years. The school has also included the reception class in the Foundation Phase structure.
- 179 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.

### Personal and Social Development, Well-being and Cultural Development

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

##### Good features

- 180 On entry into the Foundation Phase most of the youngest children soon develop their self esteem and self confidence sufficiently to form positive relationships with adults and other children. Nearly all settle quickly at the start of each session and most show good care, affection and respect for others. They are beginning to increase their levels of concentration as they work through a series of teacher-led and child-instigated activities, such as constructing group craft project, playing with small world equipment or completing large jigsaw puzzles. The majority are able to make informed choices about their tasks and are beginning to work independently for sustained periods of time.
- 181 Most of the 3 and 4 year old children behave well and quickly develop a sense of right and wrong. A vast majority are developing good forms of self control of their actions and emotions. Overall they adhere well to set rules and those that do not are beginning to adapt their behaviour as they learn what is accepted by the group. They are beginning to recognise the need to sensitively consider the feelings and opinions of others. The majority help at tidy-up time with enthusiasm and willingly ask for help if required. They give appropriate praise to others when deserved.
- 182 Nearly all year 4 and 5 year old children readily respond to a range of interesting activities and explore new learning skills, opportunities and resources with enthusiasm; for example, as they study mini-beasts collected in the school garden and view them through magnifying glasses. They have a positive attitude to learning and new learning experiences, such as being introduced to the Welsh language. Overall they are eager and confident in their work and play.
- 183 The majority of the oldest children develop their independent learning skills well. Over half are able to understand what they do well and some improve

their work after discussions with an adult. All are developing positive learning strategies based on the "Building Learning Power" programme.

- 184 They patiently take turns as they play with the outdoor equipment and readily share as they take part in construction activities with the small building bricks. The children interact co-operatively together as they play imaginatively in the various role-play areas.
- 185 Through their investigations into various multicultural celebrations and practices the older children are beginning to understand the variety as well as the diversity of life in Wales today. Most are very knowledgeable about their own cultural heritage of Wales as they take part in Saint David's Day celebrations and enthusiastically listen to myths and legends. Nearly all are beginning to take responsibility for their personal hygiene and recognise the need to follow a healthy lifestyle.
- 186 The more-able 4 and 5 year olds are beginning to express their opinions, likes and dislikes well. During circle time most talk openly about such issues as friendship, being kind to others and the death of a grandparent. Through their connection with the Children in Need charity they are learning to empathise with those less fortunate than themselves.
- 187 Through such activities such as hatching chickens from eggs in the classroom, they are able to clearly understand that living things need to be treated with care, respect and concern. All children are beginning to appreciate the need to preserve their environment and enjoy recycling and energy saving activities.

### **Shortcomings**

- 188 There are no important shortcomings.

## **Language, literacy and communication skills**

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

#### **Good features**

- 189 From first entering the Foundation Phase children begin to develop and use an expanding range of vocabulary. They quickly make themselves understood and speak clearly with growing intonation. They speak at length, in a logical manner, about subjects that interest them, for example family events and favourite stories. They are sufficiently confident to express their feelings and opinions within a group situation. Many use the outdoor area as an extra stimuli for their conversations with others; they use appropriate vocabulary in spontaneous and structured situations.
- 190 Most of the 4 and 5 year olds readily ask appropriate, well thought out questions and reply articulately, often in a sensitive and empathic manner. Most enthusiastically contribute to a group discussion or debates about such topics as their perceptions of heaven. Nearly all clearly communicate their

difficulty to an adult if they fail to understand and are able to successfully carry out instructions in English and Welsh.

- 191 Many are beginning to use the tapes, visual stimuli and the listening centre with growing confidence. The majority of children listen with genuine understanding. When interested and absorbed in their activities their listening skills are good. They particularly enjoy traditional folk tales from around the world and Wales.
- 192 At the end of the first year most easily recognise various letters and their sounds using simple phonic cues. Many understand that symbols have sounds and meaning. They recognise and read part of their own names and familiar signs with confidence. By the time they are 5 years old many read simple books and use a variety of strategies to approach unfamiliar words. They sequence effectively and retell their favourite stories with enthusiasm, such as "Goldilocks".
- 193 All children, throughout the Foundation Phase use the class and local library with confidence and choose age appropriate books independently. They are aware of the difference between fiction and non fiction, show great interest in and enjoy all books.
- 194 During their time in the Foundation Phase the children become confident emergent writers. The 3 and 4 year olds firmly develop their early writing skills as they happily 'mark-make' whilst making lists or taking orders in "Bob the Builders Yard". A significant minority of the 4 and 5 year olds write simple sentences without help. Most are aware of basic punctuation rules such as capital letters and full stops.
- 195 Some are beginning to independently select their own methods of recording. Handwriting is neat overall. Throughout the Foundation Phase all children are able to transfer their communication skills to other areas of learning.

### **Shortcomings**

- 196 There are no important shortcomings.

### **Mathematical Development**

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

#### **Good features**

- 197 Nearly all the youngest children are able to confidently count and recognise numbers to 10, in English and Welsh, and engage in a wide range of appropriate number recognition activities. The more mature children can count to 10 and beyond and back and carry out simple additions to 5. Some have a well-developed understanding of number positioning. Many are beginning to match sound to symbol, with growing confidence.

- 198 Most children competently sort and match according to size, shape and colour as they explore the small play animals or investigate the woodland area outside. They are able to use sets successfully as part of their integrated topic work such as when they seek out different shaped parcels as part of their study of the post office. The more able can confidently sort using two criteria. They enthusiastically order and sequence as they thread beads and sequence events from their favourite stories.
- 199 All children enthusiastically recall number songs, stories and counting rhymes such as “One, Two, Three, Four, Five”, “Three Little Monkeys” and “Five Speckled Frogs” in English and Welsh. All are able to confidently recognise and create basic patterns and make increasing and decreasing patterns using seeds and plastic shapes. With help, the children are beginning to construct and understand very simple graphs such as those representing their favourite fruits.
- 200 The majority of the oldest children are rapidly developing their skills relating to weight and capacity as they play in the sand and water or take part in baking activities. Most readily use age appropriate mathematical language. The more able accurately use comparative vocabulary such as more than/less than and full/empty. They are able to confidently transfer many number skills to other areas of learning as they begin to use number as an integral part of all classroom activities.
- 201 The 4- and 5-year-olds are steadily becoming familiar with two-dimensional and three-dimensional shapes as they experiment with junk modelling and play shape board-games. They extend their positional vocabulary by using programmable toys.
- 202 The oldest children are gradually beginning to understand the use of money as they take part in role play activities in the supermarket and the home corner. Most are beginning to sort and match coins to 10p.
- 203 Firm daily routines have helped the children develop a practical understanding of the passage of time.

### **Shortcomings**

- 204 There are no important shortcomings.

## **Welsh Language Development**

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

#### **Outstanding features**

- 205 Children communicate in Welsh very well. Most ask and answer a wide variety of questions effectively with excellent understanding. For example the 4 and 5 year olds ask “Beth welaist ti----“ when discussing things seen out of doors. These children have an outstanding knowledge of words relating to the

environment. Their use and understanding of the past tense to describe what they have seen is outstanding.

- 206 Children in the Foundation Phase are developing very good reading skills. They readily share big books with their teachers, effectively using picture clues to aid their understanding. Most can read class books about creatures confidently and correctly identify words related to the garden on the whiteboard.
- 207 Nursery and Reception children's bilingual skills are outstanding. Their use of both Welsh and English together across all areas of learning is extremely well done. For example when producing thinking maps at the planning stage, some groups record in English and Welsh.

### **Good features**

- 208 Most children are beginning to use incidental Welsh spontaneously as they play in the unstructured creative areas and are able to read the familiar signs and labels around the classroom.
- 209 Nearly all of the very young children have a positive attitude to learning Welsh. They enthusiastically join in a number of Welsh songs and rhymes and are able to carry out simple Welsh instructions as they take part in their daily activities and routines. Most quickly acquire an appropriate range of vocabulary and the majority are beginning to pronounce words correctly.
- 210 Nearly all the 3 and 4 year olds listen well and respond correctly to questions about themselves and the weather. They have a good knowledge of colours, parts of the body and numbers to 10.
- 211 Nearly all the older children are able to accurately recall the name of some familiar animals and ask simple questions to their peers; such as their name and how they are feeling.
- 212 Most children reply enthusiastically to greetings commands and familiar phrases. They extend their knowledge of rhymes and songs and perform them in a lively fashion. Their accompanying actions indicate a good understanding of the words.
- 213 The Foundation Phase children have a very good knowledge and understanding of famous Welsh people such as Mary Jones. They are familiar with the adventures of "Sam Tan" and "Sali Mali" and have a good recall of events. They continually build on past knowledge to reinforce their language skills.

### **Shortcomings**

- 214 There are no important shortcomings.

## **Knowledge and understanding of the world**

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

#### **Good features**

- 215 The youngest children have a very good understanding of the importance of the environment and are involved in planning their daily outdoor play. Children have an appropriate understanding of how to care for plants and animals through their activities in the outdoor classroom, the woodland area and the school allotment. They have a good knowledge of caterpillars and snails which they successfully match to an identification chart.
- 216 Most of the youngest children develop a good awareness of their homes and where they live. The majority are beginning to comment on local features as they walk to the local library or around the school environs.
- 217 Many have a good knowledge of the names of common fruits as they independently partake of their snack. As part of their healthy eating project they record their favourite fruits as a graph. They clearly identify and, with support, know how to use the listening centre, computer and interactive white board.
- 218 Almost all these children are developing a very good knowledge of the work people do as a result of the wide range of visitors to the school such as the nurse and fireman. Overall their understanding of the purpose and use of money is extended when they visit the local shops.
- 219 Nearly all the 4 and 5 year-old children develop their curiosity well while experimenting with pumpkins. They are sufficiently self-confident to express their views within a group and are beginning to record their findings independently.
- 220 Whilst taking part in various cooking activities most of the children understand that certain procedures have to be done in the correct order.
- 221 Nearly all the oldest children are developing a good concept of time by talking about their daily and weekly routines. Their understanding of chronology is developing well as they talk about changes to their own body as they grow. They have developed an appropriate sense of the past though a study on washing methods though the ages and most show a good understanding of the difference between past and present.
- 222 Their knowledge of the weather is improving by using the daily weather chart. They can describe the weather in both English and Welsh. They appreciate the contrasting seasons as they note which set of outdoor clothing to wear for different types of weather.
- 223 Nearly all these children competently use a range of natural and man-made materials for a variety of purposes. They appreciate the different properties of sand, soil, plastic and wood and are able to make informed choices before

they start a task. They are beginning to make predictions as they explore their world; for example when studying melting ice cubes.

- 224 Most 4 and 5 year old children display good decision-making and problem-solving skills as they work on self-initiated tasks in the outside classroom. Nearly all appreciate that information comes from a variety of sources including books and the computer.

### **Shortcomings**

- 225 There are no important shortcomings.

## **Physical Development**

### **Grade2: Good features and no important shortcomings**

#### **Good features**

- 226 The majority of the youngest children move around the classroom confidently with increasing control and co-ordination. Their hand-eye co-ordination is developing well as they learn to use balls and bats whilst listening competently and following instructions carefully.
- 227 The majority of children are steadily developing control of different small tools and mark-making implements such as felt tips, chalk and crayons. Most work independently and in groups to produce collages and wall displays such as seasonal friezes based on their topic work. They competently extend their skills of squeezing, rolling and moulding as they enthusiastically use play dough and clay and the older children are able to draw themselves with detailed facial features.
- 228 Nearly all the 4 and 5 year-old children further develop and refine their fine motor skills effectively as they competently complete jigsaws and play with small world equipment. They mix and pour with enthusiasm as they play in the sand and water play areas.
- 229 All the children in the Foundation Phase readily develop their skills as they build with the large construction apparatus such as the wooden building blocks.
- 230 Overall, the children's skills of pedalling, scooting, pushing and pulling are very good as they enjoy playing on the large outdoor equipment and toys each day. Their climbing skills are also enhanced with regular use of the climbing frame and slide. Many can confidently balance on a low log using one leg and jump backwards and forwards. Some of the older children are beginning to improve their performance after observing others.
- 231 During physical activity sessions the majority of the 4 and 5 year-old children confidently develop their spatial awareness and readily understand positional vocabulary such as under/over behind/ in front of. They competently demonstrate different ways of moving such as running, jumping and skipping

and control their body speed well. Most are aware of their body position in relation to that of others and can take evasive action.

- 232 Nearly all the children in the Foundation Phase are becoming aware of the simple changes that are occurring to their own bodies. They are developing a practical understanding that aerobic exercise is important for their body. They are beginning to understand that a healthy life-style will prolong active life and are conscious of health and safety issues as they move equipment around.

### **Shortcomings**

- 233 There are no important shortcomings.

### **Creative development**

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

##### **Good features**

- 234 The very youngest children greatly enjoy musical activities; they know and can recall a good range of songs and rhymes such as “Three Current Buns” and “The Wheels on the Bus”. They respond well to stimuli with their voices and overall sing sweetly and in tune in English and Welsh. Many children recognise the sounds of a number of common instruments. They play them with good control and keep a steady beat. They confidently perform for peers on improvised staging in the outdoor area.
- 235 Many use their listening skills well to pay attention to music played during the day and in dance lessons. In their dance group they follow instructions well and perform with enjoyment. Overall their dance skills are good and some are clearly able to respond with suggestions for a simple dance sequence. For example the 3 and 4 year-olds are able to offer their interpretation of a piece of music and develop a sequence entitled “Animal Boogie”. Throughout this activity they move to the music with growing confidence, good levels of agility and refined body awareness.
- 236 When producing a variety of pictures and paintings the majority of youngest children independently choose and use a wide range of materials to create representational images such as pictures, drawings or constructions. They handle a variety of equipment such as scissors and glue sticks with confidence. Their painting skills are developing well as they experiment with a variety of different types of paint and size of brush. They carefully choose and name a range of colours as they paint and are beginning to develop their colour mixing skills.
- 237 The majority of the observational drawing produced by children in the Foundation Phase are of a good standard; as they work on recognisable images of themselves, plants, chickens and spiders.
- 238 Nearly all the 4 and 5 year old children work well in two and three dimensions. They independently select materials from a large bank of resources and some

can refine their choice after discussion. They enthusiastically make interesting and colourful collage pictures on subjects that offer personal interest. They use play dough, sand and clay successfully and talk enthusiastically about how they produce their work. Some children are able to appreciate the work of others. After discussions with an adult, some of the more able are able to amend their work with confidence. Many are beginning to add their own creativity to their work.

- 239 All children are clearly beginning to respond to spontaneous role play activities in the home corner or with puppets. Their creative drama and imaginative play skills are developing appropriately across the age range.

### **Shortcomings**

- 240 There are no important shortcomings.

|                |
|----------------|
| <b>English</b> |
|----------------|

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

**Key stage 2: Grade 2 – Good features and no important shortcomings**

### **Good features**

- 241 Across the key stages the listening skills of the majority of pupils are of a good standard. They listen attentively and with interest to staff and peers alike. They are always keen to contribute fully in their oral sessions and flourish in an ethos that encompasses “good listening” throughout the day. At appropriate levels, pupils speak clearly and are enthusiastic in their response to teachers’ questioning. They participate well in role-play situations and respond appropriately to opportunities to share and enjoy a wide range of literature. In key stage 1 the pupils are articulate during their involvement with “hot-seating” and key stage 2 pupils extend their drama skills as they explore “Macbeth” in detail. Pupils make good use of opportunities provided in class, as part of the school council and during circle time to develop their persuasive speaking skills.
- 242 In key stage 1 nearly all pupils develop positive attitudes to reading and the majority make good progress. They possess a number of strategies to decode new words by looking at patterns or by using phonic skills. The more able correctly identify grammatical conventions such as capital letters, full stops, speech marks and exclamation marks in a big book. They use these well to develop intonation. Pupils in Year 1 sequence events and effectively retell the story of “Handa’s Surprise” in their own words.
- 243 The majority of pupils in key stage 2 read with developing accuracy, fluency and expression and have a clear understanding of what they read. Most offer sensible predictions about the outcome of a story and make progress in using texts to infer and deduce meaning. Following a study of “The Jolly Witch” by Dick King Smith the vast majority of pupils in Year 3 develop good, empathetic writing skills and can recall the main events of the story.

- 244 All pupils read a wide range of fiction and non-fiction books at an appropriate level, both in guided reading sessions and independently. Towards the end of the key stage, more-able pupils are proficient readers and have developed tastes for different genres of writing and for different authors, such as Jacqueline Wilson and Stewart Ross. Most are able to critically review a book giving reasons for their opinions. They recount plots with ease and describe the characters within the stories.
- 245 All key stage 2 pupils are familiar with the local and school library and they use reference books to search for information. They are particularly expert at extracting information from various sources including newsprint. They differentiate clearly between biography and auto-biography and fiction and non-fiction whilst accurately explaining the purpose of an index and glossary.
- 246 Overall pupils in key stage 1 make good progress in writing. The majority write for different purposes and produce a range of texts in an appropriate style. Nearly all pupils enthusiastically record personal experiences, compose poems about Wales and write about topics that have inspired them, such the story of "Gorilla" by Anthony Browne in year 2. The *Cwricwlwm Cymreig* provides an extra stimulus and the more able effectively record the stories of William Morgan and Gelert using capital letters and full stops accurately.
- 247 Many pupils in key stage 2 write well for different purposes and audiences. They produce poems, letters, stories, instructions, dialogues, newspaper reports and book reviews. The more able write at length making imaginative use of a wide and varied vocabulary. Overall pupils' ability to vary sentences, to paragraph and create differing effects progresses well throughout the key stage. Spelling and punctuation are used with an increasing measure of accuracy.
- 248 Pupils in Year 3 make a good effort to develop their factual reporting skills. In Year 5 pupils are able to take information from a variety of sources and write persuasive newspaper articles about the bombing of London during the Second World War. Year 6 pupils build on previous skills to extend this theme to include the "bias" element of factual writing. By the end of the key stage, pupils extend their ideas and express and justify their opinions rationally. For example, during a project with The Cardiff Bay Business Association, they wrote and produced a persuasive business plan to bid for a work contract.
- 249 Throughout the school nearly all pupils are able to write empathetically to a good standard.
- 250 Pupils from ethnic minority backgrounds, who are learning English as an additional language, make good progress and gain confidence in using the language.

### **Shortcomings**

- 251 Throughout both key stages a small minority of pupils do not apply their handwriting skills with sufficient competence.

## Welsh second language

**Key stage 1: Grade 1 – Good with outstanding features**

**Key stage 2: Grade 1 – Good with outstanding features**

### Outstanding features

- 252 Across the school, pupils show extremely positive attitudes towards Welsh and are most enthusiastic about learning and using the language.
- 253 Most pupils listen very attentively, and speak clearly and confidently with outstanding enunciation. They respond verbally and through appropriate actions to a range of commands, greetings and instructions during the course of the day. They use an increasing number of questions and answers most effectively, for example, in role play, and many have an outstanding knowledge of the different responses needed to various oral questions. Most pupils use their ever-increasing vocabulary purposefully, for example, in simple dialogues with partners, and to offer comments in many subject areas.
- 254 Most key stage 1 pupils demonstrate outstanding reading skills. They read labels, flashcards, worksheets and words on a screen accurately and confidently, and recognise many words in big books when sharing class stories.
- 255 The standard of written work is outstanding across the school. Key stage 1 pupils write for a wide range of purposes. For example, they label parts of the body, complete questionnaires about favourite farm animals, write sentences about the weather, story board 'Tedi Twt' books using speech bubbles, produce a class book about the farm using a variety of forms of writing, and use Welsh labels in their design and technology and many use simple sentence patterns and phrases, including use of the past tense. Key stage 2 pupils' writing consists of lively pieces of work, for example, book reviews, diary entries, personal information, descriptions of pop stars and an estate agent's handout. Most pupils use a wide variety of sentence patterns and correct spelling in their work, and a few more-able pupils extend sentences very well using conjunctions.

### Good features

- 256 All pupils sing a wide variety of Welsh songs, with considerable enthusiasm, correct enunciation and good recall of words.
- 257 Most key stage 2 pupils read with a good understanding of the text. They read their own work with appropriate intonation, and read dialogues from the screen expressively. A few pupils make appropriate use of dictionaries and word books to check spellings and for translation purposes, for example, when researching names of school subjects.
- 258 In both key stages, pupils with SEN achieve good standards, particularly in oral work. Pupils with English as an additional language across the school make good, and often very good progress, achieving high standards in speaking, reading and writing.

### Shortcomings

- 259 There are no important shortcomings.

## History

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

**Key stage 2: Grade 2 – Good features and no important shortcomings**

### **Good features**

- 260 Key stage 1 pupils make good progress in their historical enquiry skills as they use a range of sources such as photographs, illustrations and artefacts to find out about the past. They ask and answer questions about the past and are beginning to make some informed judgements based on historical evidence. They very skilfully sort seaside postcards into two sets, past and present, using their observational and deducting skills well to describe the features of each postcard.
- 261 Through visits to museums, comparing old and new toys and by learning about how clothes were washed on older times, key stage 1 pupils make good progress in their historical knowledge and understanding.
- 262 By Year 2, pupils' chronological awareness develops well. They realise that the past can be divided into different periods and use the appropriate historical vocabulary when describing events in the past.
- 263 Key stage 2 pupils demonstrate good historical knowledge and understanding and use their historical enquiry skills effectively.
- 264 Year 3 pupils make intelligent comparisons between a Roman villa and a Celtic round house, describing the social life of the period in some detail. When identifying the cause of the Great Fire of London, Year 4 pupils record and organise historical evidence very effectively demonstrating a good understanding of cause and effect.
- 265 Pupils in Years 5 and 6 are very well-informed about the bombing of cities during the Second World War. They show a very mature understanding of how posters, propaganda and various forms of persuasive writings were used to influence public opinion. Through very animated role play and 'freeze framing' they relive the tensions caused by evacuation of children from the cities most vividly demonstrating a strong sense of empathy for both children and their parents.
- 266 Pupils with English as an additional language across the school make good progress achieving good standards in all aspects of the subject.

### **Shortcomings**

- 267 There are no important shortcomings.

## Physical education

### Key stage 1: Grade 2 – Good features and no important shortcomings

### Key stage 2: Grade 2 – Good features and no important shortcomings

#### Good features

- 268 Most pupils in both key stages dress appropriately for lessons and work physically hard during the session. They demonstrate a good understanding of the beneficial effects of exercise on the body and, when working outdoors, sustain activity over a prolonged period of time.
- 269 Nearly all pupils follow instruction carefully and show an appropriate awareness of relevant rules and safety procedures.
- 270 Most pupils in key stage 1 have good throwing and catching skills, with the majority of the boys demonstrating good hand and eye co-ordination. They show appropriate control skills as they travel whilst balancing a ball on a racket. They take part enthusiastically as part of a team with most pupils abiding by the rules of the game. At the end of an activity they discuss the ease or difficulty of the task and make simple evaluations of their own performance and that of others. They improve their performance through practice with most pupils making good progress within the sessions.
- 271 During athletics lessons, most key stage 2 pupils make good progress in their techniques when throwing the discus and javelin. They move freely showing good balance and skills when they rehearse different techniques. Most make good progress in their skills during the lessons.
- 272 During discussions, the majority of Year 4 pupils demonstrate a good understanding of the techniques of discus throwing. They improve their performance through practice and are able to identify what they need to do to improve.
- 273 By Year 6, the majority of pupils have mastered the basic techniques of javelin throwing with a few, girls and boys, achieving good distances in their throws.
- 274 Most pupils with English as an additional language make good progress in their skills and contribute effectively during the sessions.

#### Shortcomings

- 275 Although there are no important shortcomings a few pupils throughout both key stages do not keep their eyes on the ball when catching or striking a ball.

## Religious education

**Key stage 1: Grade 1 – Good with outstanding features**

**Key stage 2: Grade 1 – Good with outstanding features**

### Outstanding features

- 276 The ability of Year 2 pupils to compare and contrast Christian and Muslim special places of worship is an outstanding feature. They identify the similarities and differences between the two religions in great detail with individual pupils sharing their religious beliefs and practices with their peers in an open and sincere way.
- 277 Years 5 and 6 pupils demonstrate outstanding knowledge of the rituals and symbols of Christian, Jewish and Hindu religions. They make very intelligent comparisons between the three religions.
- 278 The ability of Year 5 and 6 pupils to engage in fundamental questions, such as relationships and marriages and to explore their own religious beliefs, is an outstanding feature.
- 279 The empathy and respect shown by all pupils towards the religious beliefs and viewpoints of others is outstanding.

### Good features

- 280 Children in the early years show an increasing awareness of special people, books and places of worship. They respond positively to religious stories and offer independent ideas and observations about things them in their lives. They become increasingly aware of and are sensitive to the needs of others and understand that living things should be treated with respect.
- 281 Most key stage 1 pupils demonstrate an appropriate understanding of the importance of special books for Christians and Muslims and many are becoming increasingly aware of how lifestyles are affected by different religions and how people are different in the way they pray.
- 282 All Years 5 and 6, pupils explore different religious writings such as the Bible, Torah and Qur'an and name many of the similarities and differences between the three religions. They are beginning to interpret the symbolism within religious stories.
- 283 Pupils with English as an additional language make very good progress in all aspects of the subject, with individuals making a significant contribution to their peers' knowledge and understanding of other religions.

### Shortcomings

- 284 There are no important shortcomings.

## School's response to the inspection

Our school community is extremely proud that this report reflects the very successful journey we have made since our last inspection report in 2003. We are delighted with the recognition that outstanding progress has been made in addressing all the key issues previously identified.

We have worked diligently to develop a climate of teamwork and whilst the commitment and leadership skills of the head teacher has been highlighted, ably support by deputy head teacher and senior management team, it is the collaborative approach of all staff which has impacted upon the substantial improvements in standards and provision.

We are pleased that the report recognises that the quality of teaching exceeds the national picture in both good and outstanding categories. This is a considerable improvement since the previous inspection. Teachers are supported purposefully by well trained support staff and their contribution is deemed a strength of the school.

Gabalfa Primary School is very proud of our pupils who make very good progress in their personal, social and learning skills. They achieve good standards and fulfil their potential. Pupils are friendly and polite and show care and respect for each other and all adults in the school. The support and guidance provided for pupils is outstanding.

The school wishes to record its gratitude for the courteous and professional approach of the inspecting team and their findings will enable us to move forward in the future.

We will provide summary copies of the report to parents and inform them of progress in the Annual Governors' Report.



## Appendix 1

### Basic information about the school

|                     |                                    |
|---------------------|------------------------------------|
| Name of school      | Gabalfa Community Primary School   |
| School type         | Primary inc Foundation Phase       |
| Age-range of pupils | 3-11 years                         |
| Address of school   | Colwill Road<br>Gabalfa<br>Cardiff |
| Postcode            | CF14 2QQ                           |
| Telephone number    | 02920 624615                       |

|                      |                 |
|----------------------|-----------------|
| Head teacher         | Mr John Tobutt  |
| Date of appointment  | September 2002  |
| Chair of governors   | Ms Karen Screen |
| Registered inspector | Wil Williams    |
| Dates of inspection  | 29/06 – 1/07/09 |

## 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                    | 20      | 19 | 30 | 23 | 25 | 39 | 25 | 43 | 224   |

| Total number of teachers |           |           |                            |
|--------------------------|-----------|-----------|----------------------------|
|                          | Full-time | Part-time | Full-time equivalent (fte) |
| Number of teachers       | 10        | 3         | 11.9                       |

| Staffing information   |                |
|--|----------------|
| Pupil: teacher (fte) ratio (excluding nursery and special classes) | 17:1           |
| Pupil: adult (fte) ratio in nursery classes                        | 8:1            |
| Pupil: adult (fte) ratio in special classes                        | Not applicable |
| Average class size, excluding nursery and special classes          | 26             |
| Teacher (fte): class ratio   | 19:1           |

| Percentage attendance for three complete terms prior to inspection |       |        |                |
|--|-------|--------|----------------|
| Term   | N     | R      | Rest of school |
| Summer 2008  | 77%   | 90.2%  | 89.2%          |
| Autumn 2008  | 84%   | 89.8%  | 91.4%          |
| Spring 2009  | 75.9% | 86.19% | 90.74%         |

|  |               |
|--|---------------|
| Percentage of pupils entitled to free school meals             | 36%           |
| Number of pupils excluded during 12 months prior to inspection | 9 (temporary) |

## Appendix 3

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

| National Curriculum Assessment KS1 Results 2009 |                    |          | Number of pupils in Y2: |      | 23   |      |      |
|---|--------------------|----------|-------------------------|------|------|------|------|
| Percentage of pupils at each level              |                    |          |                         |      |      |      |      |
|   |                    |          | D                       | W    | 1    | 2    | 3    |
| English:  | Teacher assessment | School   | 0                       | 8.3  | 20.8 | 37.5 | 33.3 |
|   |                    | National | 0.2                     | 3.5  | 13.8 | 63.0 | 19.4 |
| En: reading                                     | Teacher assessment | School   | 0                       | 8.3  | 25.0 | 29.2 | 37.5 |
|   |                    | National | 0.2                     | 4.1  | 14.9 | 55.2 | 25.5 |
| En: writing                                     | Teacher assessment | School   | 0                       | 12.5 | 16.7 | 37.5 | 33.3 |
|   |                    | National | 0.2                     | 4.8  | 15.9 | 67.8 | 11.3 |
| En: speaking and listening                      | Teacher assessment | School   | 0                       | 8.3  | 8.3  | 37.5 | 45.8 |
|   |                    | National | 0.2                     | 2.4  | 10.7 | 62.8 | 23.8 |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0    | 20.8 | 25.0 | 54.2 |
|   |                    | National | 0.2                     | 2.0  | 10.9 | 65.2 | 21.6 |
| Science   | Teacher assessment | School   | 0                       | 0    | 20.8 | 25.0 | 54.2 |
|   |                    | National | 0.2                     | 1.6  | 8.5  | 66.3 | 23.4 |

| Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment |       |                 |       |
|---|-------|-----------------|-------|
| In the school   | 66.7% | In Wales (2008) | 80.7% |

### National Curriculum Assessment Results End of key stage 2:

| National Curriculum Assessment KS2 Results 2009 |                    |          | Number of pupils in Y6: |     | 43  |     |      |      |      |
|---|--------------------|----------|-------------------------|-----|-----|-----|------|------|------|
| Percentage of pupils at each level              |                    |          |                         |     |     |     |      |      |      |
|   |                    |          | D                       | W   | 1   | 2   | 3    | 4    | 5    |
| English   | Teacher assessment | School   | 0                       | 0   | 0   | 6.8 | 20.5 | 54.5 | 18.2 |
|   |                    | National | 0.2                     | 0.5 | 0.6 | 3.1 | 15.6 | 51.3 | 28.5 |
| Mathematics                                     | Teacher assessment | School   | 0                       | 0   | 0   | 6.8 | 11.4 | 68.2 | 13.6 |
|   |                    | National | 0.2                     | 0.5 | 0.6 | 2.7 | 14.7 | 51.4 | 29.9 |
| Science   | Teacher assessment | School   | 0                       | 0   | 0   | 2.3 | 15.9 | 68.2 | 13.6 |
|   |                    | National | 0.2                     | 0.5 | 0.5 | 1.8 | 11.4 | 53.9 | 31.7 |

| Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment |       |                 |       |
|---|-------|-----------------|-------|
| In the school   | 65.9% | In Wales (2008) | 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

## Appendix 4

### **Evidence base of the inspection**

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

These inspectors visited:

- forty five lessons or part lessons, thirty eight of which were in the subjects inspected; and
- registrations, assemblies and acts of collective worship.

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; and
- the school council.

The team also considered:

- the school's self-evaluation report;
- sixteen responses to 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 teachers, senior managers and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

| Inspector      | Type                 | Aspects  |
|----------------|----------------------|--|
| Wil Williams   | Registered Inspector | Context; Summary; Recommendations; Annexes; Key questions 1, 5, and 6<br>History, physical education and religious education |
| Jean Hannam    | Team Inspector       | Key questions 2 and 3<br>Foundation Phase and English  |
| Zhorah Evans   | Team Inspector       | Key questions 7 and contribution to Key Question 4b (Additional Learning Needs)<br>Welsh second language                     |
| Caterina Lewis | Lay Inspector        | Contributions to key questions 1, 4a, and 4c   |
| Susan Wilson   | Peer assessor        | Contributions to all key questions   |
| John Tobutt    | Nominee              | Provision of information   |

#### **Contractor:**

Evenlode Education Ltd,  
Little Garth,  
St John's Close,  
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Flintshire,  
CH5 3QJ

#### **Acknowledgement**

The visiting inspectors wish to thank the governors, the head teacher and all the staff for the co-operation and courtesy they received during the inspection.