

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

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

**Greenway Primary School  
Llanstephan Road  
Cardiff  
CF3 3JG**

**School Number: 6812045**

**Date of Inspection: 12/01/09**

**by**

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Greenway 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 Greenway Primary School took place between 12/01/09 and 14/01/09. An independent team of inspectors, led by Peter Mathias 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 LAs.

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 Greenway Primary School is situated in the Rumney area of Cardiff, which is the local authority (LA). Most pupils come from the immediate area. Thirty percent of pupils are from gypsy/traveller families who live on a designated site some distance from the school. The area is predominantly economically disadvantaged. The school provides education for boys and girls between the ages of three and eleven. There are 162 full-time pupils on roll in Reception to Year 6 plus 19 nursery children who attend on a part-time basis. The school roll has fallen since the last inspection (2003).
- 2 The majority of children enter the nursery with very low levels of basic skills and experiences for their age, particularly in communication and social skills. About 90% of pupils speak English as a first language. Ten percent have other home languages. No pupil speaks Welsh as a first language. Significant proportions of pupils do not begin and complete their primary education at the school.
- 3 The school reports that about 66% of pupils are eligible for free school meals, which is very high and well above the LA average of 21.2% and the all-Wales average of 17.5%. No pupil has a statement of special educational needs (SEN). However, 45% of pupils are identified as having some degree of SEN, which is a high figure. No pupil is disapplied from the National Curriculum (NC). Three pupils are looked after by the LA. Fourteen boys and three girls were temporarily excluded in the previous school year.
- 4 The school was last inspected in the spring term 2003 when the previous head teacher was in post, since then about 30% of the teaching staff has changed.

### School Mission Statement

- 5 The school's mission statement is, "Providing Children with Roots to Grow."
- 6 The school's aims are wide and appropriate.

### The school's priorities and targets

- 7 The school's priorities and targets for 2008/2009 are to:
  - continue to develop the curriculum provision in the light of national changes ensuring that it is relevant to the needs of learners;
  - improve standards of teaching and learning in mathematics;
  - develop thinking skills and assessment for learning strategies;
  - improve levels of attendance and punctuality;
  - strengthen the partnership with parents;
  - improve the school's premises in order to ensure the environment supports effective teaching and learning for all pupils; and
  - review the school's vision statement and aims.

## Summary

- 8 Greenway Primary School has made good progress since its last inspection. The headteacher gives a very strong lead. It provides a good education for all of its pupils.

### Table of grades awarded

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

- 9 The inspection team agreed with six of the seven judgements made by the school in the seven key questions and about the standards pupils achieve and other areas of its work. Where the inspection team disagreed, this was because the school over-estimated by one grade how well learners are cared for, guided and supported. While the school provides good support for all of its pupils, and has some outstanding features in the help it gives to pupils with additional learning needs (ALN), these are insufficient to justify the award of the highest grade.

### Standards

- 10 Overall, standards of achievement in the subjects and areas of learning inspected are as follows:

### Grades for Standards inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 11 These figures are a little lower than those reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (primary) where standards were good or better in 84% of lessons and 10% outstanding. In this inspection, 100% of lessons were Grade 2 with none of them having sufficient outstanding features to justify the highest grade.

<b>Under fives</b>	<b>Nursery</b>	<b>Reception</b>
Personal and social development, well being and cultural diversity	2	2
Language, literacy and communication skills	2	2
Mathematical development	2	2
Bilingualism	3	3
Knowledge and understanding of the world	2	2
Physical development	2	2
Creative development	2	2

- 12 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.
- 13 Many children begin school with very low levels of basic skills and experiences, particularly in communication and social skills. They make good progress and are well prepared for the next stage of their education. Nearly all pupils who spend the whole of their primary school lives in the school meet the academic target predictions made for them at the ages of seven and eleven.

#### **Grades for standards in subjects inspected**

<b>Inspection Area</b>	<b>N</b>	<b>R</b>	<b>KS1</b>	<b>KS2</b>
Under fives	2	2	N/A	N/A
English	N/A	N/A	2	2
Mathematics	N/A	N/A	3	3
Information communications technology	N/A	N/A	2	2
Design technology	N/A	N/A	2	2
History	N/A	N/A	2	2

- 14 Pupils with SEN and those who have ALN make good progress, as do pupils with English as an additional language and those pupils from Gypsy and Traveller backgrounds.
- 15 In the end of KS1 national teacher assessments for seven year olds in 2008, starting from a very low base, the proportion of pupils attaining at least the expected (Level 2) in English was close to, but just below the LA and national averages. In mathematics and science results were below these averages. In these assessments boys outperformed girls, which was in contrast to the long-term trend where girls have outperformed boys.
- 16 In the end of KS2 national teacher assessments for eleven year olds in 2008, the proportion of pupils achieving at least the expected level (Level 4) in English was close to the LA and national averages. In mathematics and science, results were below these averages. The proportion of pupils reaching the higher level (Level 5) was well below the LA and national averages. In these assessments girls outperformed boys as they had done in previous years.
- 17 There has been a significant improvement in the school's performance in English since the previous inspection, while standards in mathematics and science have remained about the same. In 2008, the school exceeded its targets agreed with the LA in English and was just below the targets in mathematics and science. At both

key stages, the school's results in the subjects combined (English, mathematics and science) were lower than the national averages.

- 18 When the results for KS1 are compared to schools considered to have a similar proportion of pupils eligible for free school meals, the school performed above the majority of these schools in English, below in mathematics and well below in science. The KS2 results in English were above most of these similar schools, below in mathematics and science and above when the results were combined. These results are particularly positive because the group of schools to which this school is compared is that for schools identified as having above 32% of its pupils eligible for free school meals. This school has 66% of pupils in this category, which is the highest figure within the LA.
- 19 Overall, pupils' standards and progress in the key skills are Grade 2 (good features and no important shortcomings). Across the school standards of communication in English is Grade 2. Under fives, starting often from a very low base, make good progress. In KS1 and KS2, pupils speak clearly and confidently although not at length. They listen well. Many read with expression and confidence. Pupils' writing skills are successfully developed, reflecting the high priority the school has recently given to this key skill.
- 20 Standards and progress in communication in Welsh are Grade 3 (good features outweigh shortcomings). Across the school, generally pupils lack confidence and fluency both in their speaking and writing skills. Their listening skills are limited. Pupils' bilingual skills are also Grade 3. Most have too few opportunities to learn how to use Welsh and English together in their day-to-day responses. Pupils' understanding of their Welsh culture and heritage is also Grade 3. In some classes pupils have little knowledge and understanding of Welsh art, music, dance and literature.
- 21 Pupils' mathematical skills and their problem-solving skills are also Grade 3. Children under five make good progress in their play when they use, for example, different containers to learn how to weigh and measure different solids and liquids. However, in KS1 and KS2 pupils do not know how to utilise their mathematical skills to find out for themselves and to apply their own strategies to solve problems in mathematics and in other subjects.
- 22 Across the school, pupils' skills in information communications technology (ICT) are Grade 2 as are their personal and social skills. Their ability to work with others, their creative skills and their understanding of how to improve their own learning and performance are Grade 2.
- 23 Attendance at 87.6% is well below the LA and national averages. Some pupils consistently arrive late for school.

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

### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	86%	11%	0%	0%

- 24 These figures are a little lower than those reported in Her Majesty's Chief Inspector's (HMCI) Annual Report 2007/2008 (primary) where the quality of teaching was good or better (Grade 1 and Grade 2) in 83% of lessons, with 16% being Grade 1.
- 25 In the under fives, teachers plan and organise well. Children benefit from the close working relationship that exists between teachers and their assistants.
- 26 Across the school in the best lessons the outstanding features include:
- careful planning to move lessons forward systematically;
  - infectious enthusiasm which engages all pupils in their learning and prompts them to think things out for themselves;
  - very secure subject knowledge and confidence in demonstrating new skills and using technical vocabulary;
  - careful reviews of what has been taught and how well it has been understood and managed.
- 27 In lessons where teaching had some shortcomings, tasks were not sufficiently well matched to pupils' differing abilities. Opportunities were missed to promote pupils' problem-solving skills and in teaching how to think things out for oneself. Teaching did not extend pupils' use of incidental Welsh.
- 28 Arrangements for assessment and its use in planning and improving learning are Grade 2 and meet statutory requirements. The process of assessment is accurate and consistent across the school. Progress of the under fives is regularly reviewed and recorded. Pupils' work in KS1 and KS2 is rigorously assessed and all pupils are made aware of what they need to do to improve.
- 29 There are good arrangements in place for teachers to agree the standards pupils achieve, both within the school and with other nearby primary schools and the secondary school to which most pupils transfer, particularly in English, mathematics and science. Reports are sufficiently detailed and meet statutory requirements. Parents have good access to teachers.
- 30 The curriculum meets all legal requirements for the NC and the locally agreed syllabus in religious education. The curriculum for the under fives provides well for these children. The curriculum for pupils in KS1 and KS2 is logically planned and is broad, balanced and interesting. It is accessible to all pupils including those with SEN and those pupils for whom English is not their first language.
- 31 Provision for pupils' spiritual, social and cultural development is Grade 2. Acts of collective worship meet legal requirements and are of a broadly Christian nature. Pupils have good opportunities to reflect and to feel an awareness of forces greater than themselves. Arrangements to promote pupils' moral and social development are good. This is reflected in the considerate way many children treat each other. They have a good appreciation of how to distinguish between right and wrong.
- 32 Pupils have many opportunities to appreciate the richness and diversity of modern society and to learn more about other cultures. They are becoming increasingly

aware of their role as citizens of the world. However, pupils do not have sufficient opportunities to learn about and appreciate their own heritage and the language and culture of Wales.

- 33 The school has recently given greater emphasis to promoting pupils' awareness of sustainable development and conservation issues. However, these have had insufficient impact on pupils' understanding. Older pupils do not understand clearly enough how commerce and the world of business works because these areas are under emphasised in the school's curriculum.
- 34 Pupils are well cared for, guided and supported. The school has strong links with many outside agencies, such as the Traveller Education Service (TES); as a result, Traveller pupils receive high quality personal support and guidance. Pupils' well-being is rigorously monitored and pupils have a good understanding of a healthy diet and the importance of exercise. The school council is well established and is effective in making all pupils aware of the democratic process. They have a strong voice in such issues as healthy eating. All pupils, including those who have English as an additional language and those from other backgrounds, have the same opportunities to be included in all school activities.
- 35 The school positively and effectively discourages the stereotyping of individuals and cultures. Child protection arrangements meet local guidelines and recommended good practice. There are detailed policies and arrangements to review attendance, punctuality, behaviour and performance. A detailed survey of the school site has been undertaken to review accessibility for those with physical disabilities. A comprehensive action plan has been completed and is in place.

### **Leadership and Management**

- 36 The headteacher provides a very strong and purposeful lead. Her vision for the future of the school and the sense of direction she gives to all staff is a significant strength. Teachers have high expectations of themselves and of their pupils.
- 37 The senior management team works closely and effectively together. They carry out their duties constructively. The roles of nearly all subject co-ordinators are well established and they manage their subjects effectively. Due to long-term illness and staff changes, the impact of some subject co-ordinators is more limited.
- 38 The school takes careful note of national priorities and local initiatives. However, the development of pupils' bilingual skills is uneven and overall pupils do not make sufficient progress in using their knowledge and understanding of Welsh in a range of settings. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised, managed and well used.
- 39 The governing body is well informed and actively supports the work of the school. Governors have a good understanding of the long-term needs of the school and evaluate carefully and systematically the progress of initiatives they have agreed. Financial management is rigorous. The governing body meets all of its statutory duties.
- 40 The process of school self-evaluation is detailed. It has been carried out systematically. The views of staff, the governing body and pupils have been

considered. However, parents and the local community have not been formally involved in the process. The self-evaluation document is carefully constructed and is closely linked to the school improvement plan (SIP) and the school's performance management arrangements. The document is sufficiently detailed and broadly accurate.

- 41 Day-to-day administration is very efficient and good natured, providing a warm and reassuring welcome to visitors. The school functions smoothly and is for the most part attractive to be in. Currently, some areas of the school are in need of renovation. Notwithstanding, the buildings are well cared for and the caretaking staff keep the accommodation clean, tidy and hygienic.
- 42 The school is well resourced. Resources are readily available and well used. They are of a good quality and quantity to support learning.
- 43 Bearing in mind the overall quality of education provided and the good progress pupils make, often from very low starting points, the school gives good value for money.

## Recommendations

- 44 In order to improve the school in the areas inspected, the staff and governing body need to:
  - R1 raise standards in mathematics and in the key skill of problem solving; \*
  - R2 raise standards in pupils' communication skills in Welsh, their bilingual skills in English and Welsh and their knowledge and understanding of the culture of Wales;
  - R3 take steps to raise the relative performance of boys compared to girls; \*
  - R4 improve pupils' understanding of the world of commerce and of sustainable development;
  - R5 raise levels of attendance and improve punctuality at the beginning of the school day. \*

\* The school has already identified this as a priority.

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

- 45 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 46 In the 2008 national teacher assessments for seven year olds, starting often from a very low base, the proportion of pupils attaining the expected level (Level 2) in English was just below the LA and national averages. In mathematics and science results were below these averages. The combined results were well below LA and national averages. The proportion of pupils reaching the higher level (Level 3) was also below these averages. In these assessments, boys out-performed girls, which is the reverse of the pattern in the results prior to 2008.
- 47 In the 2008 national assessments for eleven year olds, the proportion of pupils attaining at least the expected level (Level 4) in English was close to the LA and national averages. In mathematics and science, results were below these averages. The combined results were also below. The proportion of pupils reaching the higher level (Level 5) was well below LA and national averages. In these assessments, girls out-performed boys in all three subjects and when these results were combined, as they have done over recent years.
- 48 Compared to the previous inspection, there has been a sharp rise in the trend of improvement in the KS2 assessments in English, while performances in mathematics and science has remained about the same. In 2008, the school was above its targets agreed with the LA in English, just below in mathematics and below in science. The combined target for all three subjects was nearly met.
- 49 Care should be taken when these results are compared to schools with a similar proportion of pupils entitled to free school meals. This is because the school falls in the group of schools identified as having above 32% of its pupils considered to be entitled to free school meals. In this school, 66% of pupils are considered to be eligible for free school meals, which is a very high proportion. The school has the highest proportion of free school meals in the LA, which has an average of 21.2%. The national average is 17.5%.
- 50 In the 2008 KS1 national assessments, the school performed above the majority of these similar schools in English, below these schools in mathematics and well below in science. The overall results were below most of these similar schools. In the 2008 KS2 national assessments, the results in English were above most of these similar schools and below in mathematics and science. They were above these schools when the results were combined.
- 51 Many pupils begin school with skills and experiences that are well below expected levels for their age. Nearly all pupils, including those with English as an additional language, make good progress and many exceed the standards predicted for them at the ages of seven and eleven. A particularly strong feature is the progress Gypsy and Traveller pupils make and nearly all, including pupils with SEN, reach the targets set for them. This is as a result of the very well organised help they receive. Pupils who are identified as gifted and talented generally achieve well.

- 52 Across the school, pupils have a good understanding of what is expected of them and how well they are achieving. They know what they could do to improve.
- 53 The overall quality of educational provision for the under fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 54 Standards of achievement in the lessons in the subjects inspected were as follows:

**Subject grades for subjects inspected**

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	100%	0%	0%	0%

- 55 These figures are above those reported in HMCI's Annual Report 2007/2008 (primary) for grade 2, where standards were good or better in 84% of lessons and below those for grade 1. In this inspection, no lessons were seen where achievement was given the highest grade.

**Grades for standards in subjects inspected**

Inspection Area	N	R	KS1	KS2
Under fives	2	2	N/A	N/A
English	N/A	N/A	2	2
Mathematics	N/A	N/A	3	3
History	N/A	N/A	2	2
Information communications technology	N/A	N/A	2	2
Design technology	N/A	N/A	2	2

- 56 Overall, pupils' achievements in the key skills are Grade 2. Standards of communication in English are Grade 2. In communication in English in the under fives, many children make good progress, often from well below expected starting points. Pupils speak clearly and confidently although sometimes they lack the skills necessary to express themselves at length. Listening skills in English are Grade 2. All pupils listen attentively to their teachers and to each other. The key skill of reading, bearing in mind pupils' different starting points, is good across the school and some read with expression, confidence and fluency. Many pupils' writing skills are well developed, reflecting the heavy emphasis the school has placed recently on this area. Many pupils write independently for a range of reasons in, for example, science, history and geography.
- 57 Standards in communication in Welsh are Grade 3. In the under fives, children are beginning to recognise new simple words and to count in Welsh. In KS1 and KS2, few pupils express themselves with any confidence or fluency in Welsh in either speech or in writing. Their listening skills are limited. Similarly, pupils' bilingual skills are Grade 3. Pupils do not use Welsh and English together and this is reflected in the standards they reach.

- 58 Pupils' mathematical skills are Grade 3. In the under fives children make good progress in learning how to weigh and measure. However, in KS1 and KS2, pupils have limited understanding of how to collect and interpret data, for example in science and geography. While pupils measure accurately in design technology, they do not utilise their mathematical skills to investigate and test out ideas sufficiently.
- 59 Across the school, pupils' skills in ICT are Grade 2. In the under fives children use the mouse confidently and accurately to find their way through simple programs. In KS1 and KS2, pupils work independently and use a wide range of electronic equipment, for example to make presentations and to find out information.
- 60 Pupils' understanding of the richness of their Welsh culture is Grade 3. Children in the under fives have a good understanding of their local area. Pupils in KS1 and KS2 visit places of interest in their locality as part of their work in for example, history. However, they have limited understanding of the literature, music, art and dance of Wales.
- 61 Across the school, pupils have good personal and social skills. These are Grade 2. Across the school, nearly all pupils have positive attitudes to their work. They show care and respect for each other and co-operate willingly.
- 62 Pupils' problem-solving skills are Grade 3. While children in the under fives show a growing confidence and willingness to find solutions to practical problems in their play, these skills are not sufficiently extended in KS1 and KS2. Older pupils do not experiment logically and test out ideas in a range of practical and abstract situations. They rarely have to think things out for themselves and find their own solutions.
- 63 Children in the under fives have good creative skills. They experiment freely with a wide range of media. In KS1 and KS2, pupils express themselves well in art and music. They illustrate their work using a wide range of materials to produce different effects.
- 64 Pupils work willingly together. They share their ideas and materials. They show care for each other. All pupils have a good understanding of how to improve their own learning and know the targets set for them to achieve.
- 65 Overall, pupils make very good progress in their personal, social and learning skills.
- 66 Children in the early years 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.
- 67 Most pupils in KS1 and many in KS2 have positive attitudes to learning. They show genuine interest in their work. They work well together in small groups and pairs and are eager to contribute and to please their teachers. They are well motivated and sustain good levels of concentration.
- 68 Throughout the school, pupils are friendly, polite and happy to talk to visitors. Relationships are generally good and most pupils behave properly in lessons and at other times. Pupils understand what is expected of them. They move sensibly in and around the school. Many older pupils behave maturely and support the younger ones, for example, through their roles as playground and reading 'buddies'. Y6 pupils have responsibilities for children in the reception class during whole-school assemblies.

- 69 In discussions, members of the school council say behaviour is generally good. Bullying is not an issue; they know what to do if it occurs and are confident that teachers deal quickly and fairly with any incidents of unacceptable behaviour.
- 70 At 87.57%, 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 who are under five are consistently below 90%. School records show that 45% of pupils achieved attendance levels between 92% and 100% in the autumn term 2008 despite a 'flu' epidemic in the last three weeks of the term.
- 71 A minority of pupils come from different cultural and ethnic backgrounds, including some from Gypsy and Traveller families. In some cases cultural and family commitments result in extended heritage leave and this has a significant effect on the average attendance levels.
- 72 There is also a concern about the persistent lateness and absences of a small number of families. A few pupils in almost all the classes arrive late at the start of the day. They miss the important reading session and the start of assemblies. This has a negative impact on their learning. The school works very closely with the Home School Community Officer (HSCO), the Education Welfare Officer (EWO) and with the small number of families that give concern in terms of attendance and welfare. The school has recently introduced systems to improve this aspect.
- 73 There have been seventeen fixed term exclusions. The proportion of exclusions compares favourably with other similar schools in the LA.
- 74 Pupils develop a clear sense of belonging to the school and its community. Y5 and Y6 pupils are playground and reading buddies. They organise outdoor play equipment and support their early years and KS1 partners effectively.
- 75 The school council and Y6 pupils have responsibilities for promoting healthy eating and road safety. For example, they run the tuck shop and encourage pupils to take fruit options at lunchtimes. They work with the police on traffic management and parking issues.
- 76 All pupils from all backgrounds have the same opportunities to be monitors and to help their teachers. They take their responsibilities seriously and show commitment to their roles.

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

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

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

- 77 The findings of the inspection team matched the judgements made by the school in its self-evaluation.

78 The quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
3%	86%	11%	0%	0%

- 79 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 89% of lessons. This figure is close to the national figure reported by HMCI in the Annual Report 2007/2008 (primary) when the quality of teaching was good or better, that is Grade 1 and Grade 2 in 83% and outstanding (Grade 1) in 16% of lessons.
- 80 In the under fives, teachers carefully organise a good range of stimulating and appropriate learning experiences. Teachers and their assistants work closely together so that all children begin school confidently and make good progress.
- 81 Across the school, teachers' planning is detailed and effectively used in their lessons so that the lessons move forward systematically and meet the individual needs and abilities of all pupils. This includes those for whom English is an additional language and for those who are new to the school. In nearly all lessons, teachers explain carefully what is expected of their pupils and regularly remind them of the time they have left to complete their tasks. Teachers consistently hold high expectations of what their pupils might achieve and positively encourage them to reach their targets. Teaching for Traveller pupils and for pupils with SEN is very well organised.
- 82 In the small number of lessons that have many outstanding features, teachers pass on their own enthusiasm very effectively through their expressive and lively demonstrations. They introduce and explain technical vocabulary very clearly and then encourage pupils to use it accurately in a variety of different contexts. In these lessons, pupils are vigorously and supportively challenged to think things out for themselves. Teachers show considerable confidence and understanding in their subjects and pass on their own enjoyment in what is being taught so that all pupils are active participants in their learning and find it fun. They use incidental Welsh regularly and naturally.
- 83 In the best lessons, teachers systematically review what has been taught and use that information well to plan for the next lesson to ensure that all pupils have a good basis on which to learn more. They are very aware of the needs of all pupils and ensure that all pupils are treated equally.
- 84 Where teaching has some shortcomings, tasks are not well matched to the different abilities within the classes. As a result, a few activities are over ambitious for the age and ability of the pupils. In some lessons opportunities are missed to develop pupils' problem-solving skills and in encouraging pupils to find answers for themselves. In a few lessons, teachers do not extend pupils' bilingual skills by encouraging them to use their knowledge of Welsh or to speak in more extended forms in English and Welsh.
- 85 Assessment arrangements meet statutory requirements. The quality of assessment procedures is good, ensuring accuracy and consistency across the school, and assessments of pupils with SEN are detailed. The development of children under five is reviewed regularly and thorough records kept of their achievement and educational, personal and social development. An appropriate range of standardised

tests are effectively used alongside internal assessments in English, mathematics and science to measure pupils' progress. Test data is interpreted in detail and effective use is made of the results to refine teaching and to promote higher standards. Pupils' achievement in other subjects is assessed against the requirements of the NC in order to make overall judgments at the end of the year.

- 86 Pupils' work is marked regularly with some comments offered as to how work could be improved. All pupils in some classes have a good understanding of their own progress and are beginning to understand how well they are doing in lessons and what they need to do to improve their work. This is developing well in some, but not all, classes.
- 87 The school has recently introduced initiatives to involve pupils more in assessing their overall progress. This is not used consistently in every class.
- 88 The school complies with statutory requirements on assessing and reporting upon pupils' achievements. Parents have formal opportunities to meet their children's teachers twice a year to review their children's work. They receive annual reports and these provide sufficient information about how well their children are doing. They also indicate what pupils need to do to improve their work, although there is no room on the reports for parents to respond in writing. All pupils have records of achievement that include good descriptions of pupils' academic and personal and social achievements.

**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**

- 89 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
- 90 The school responds effectively to pupils' learning needs and provides equal access for all pupils to a broad and balanced curriculum. A particular strength of the provision is the development of a whole-school approach to planning which allows subject leaders to map out subjects logically. Careful planning in English, mathematics and science ensures that the curriculum is relevant to the needs of all pupils. In these subjects the curriculum provided by the school is interesting and, when it includes many practical experiences, it has a very positive effect on pupils' learning. The school meets all statutory requirements.
- 91 Short-term planning identifies opportunities for developing pupils' key skills. The school plans to promote bilingual competence, although the impact of this is limited. The policy is not fully implemented consistently by all members of staff.
- 92 The curriculum is enhanced by a broad range of interesting and enjoyable experiences including visitors and visits. These include The Museum of Welsh Life, Big Pit, Cosmeston Lake and the Amelia Farm Trust. The pupils have also visited the Flat Holm and Hebron Hall study centres to further enhance their learning experiences.

- 93 Pupils' learning is also enhanced through a good range of stimulating extra-curricular activities which broaden their horizons effectively. There is a wide variety of after-school clubs which include netball, rugby, baseball, French, Energise Club education, science and choir which give pupils the opportunities to refine and extend their skills.
- 94 The provision for pupils' spiritual development is fostered appropriately in assemblies. Acts of collective worship meet legal requirements and are of a broadly Christian nature. Pupils are encouraged successfully to reflect and to be aware of forces beyond their normal experiences. Provision for pupils' moral development is good. In the under fives, pupils are encouraged to distinguish clearly between right and wrong and to bear in mind the consequences of their actions.
- 95 Social development across the school is good. Pupils are successfully taught to behave with consideration to each other and to adults, and to be responsible. Arrangements to promote pupils' cultural development have some good features. Pupils are encouraged successfully to recognise the cultures of others and to understand that modern society is diverse. However, there are limited opportunities for pupils to learn about the cultural heritage of Wales and the achievements of Welsh artists, musicians and writers.
- 96 The curriculum is enriched through an effective partnership with the local community. The school has established a number of effective partnerships with parents through the Friends of Greenway School, the local community through the local Community Centre, other agencies such as the Traveller Education Service, local primary and secondary schools and teacher training establishments. Effective use is made of these links to extend pupils' learning experiences.
- 97 Although the school does not have current links with the Education Business Partnership, it has a positive attitude to industrial placements. Four teachers have undertaken one-day placements to enhance their professional and teaching skills.
- 98 Visitors from the community and 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. This starts in the under fives when children work with 'people who help us', such as the police, fire service and school nurse. Pupils in upper KS2 have worked with professional actors in their roles as film extras for the BBC television production 'Torchwood'.
- 99 Pupils throughout the school benefit from workshops when they work with student teachers, for example during Science Week, and at other times. They are involved in a variety of projects, such as devising mathematics games, building bridges and fairground games. Pupils work with bakers to produce healthy snacks.
- 100 Pupils' work in English is enhanced through working with authors, storytellers and theatre companies. Y6 pupils benefit from residential visits and from specialist sports coaching in football and rugby that help raise their aspirations.
- 101 The school has close links with local church groups who regularly take assemblies and with the local library. Pupils throughout the school take part in the annual summer reading scheme. Y5 and Y6 pupils develop good research skills through visits to Cardiff library and the National Museum.

- 102 Some initial work has been undertaken to enable pupils to gain a better understanding of business and sustainable development but this is not a strong feature in the school's provision. Pupils in both key stages are involved in recycling schemes. KS1 pupils plant and harvest vegetables and use them in science and design technology. Y6 pupils have been introduced to business and entrepreneurial skills through the very recent enterprise week initiative. As a result, those pupils have good team building and decision-making skills, including how to spend the profits.
- 103 All pupils are involved in raising money for people less fortunate than themselves. Their awareness of global citizenship is raised through taking part in initiatives such as the 'Voice of the Congo'.
- 104 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. The school has very close links with the Traveller Education Service, which operates a resource base at the school. As a result, pupils and their families are very well supported.
- 105 The school attends very well to national priorities for lifelong learning and community regeneration. The school encourages parents in the education of their children. Family Learning sessions for parents and children in KS1 and Computers for Beginners courses are very well supported.
- 106 The school has very close links with the 'Flying Start' unit to help the younger children in the area in their first steps in education, which shares the school site. Initiatives such as Stay and Play, Early Language and Number and Play sessions are very well supported and beneficial. As a result, even the youngest children become familiar with the school and staff. A small number of Traveller parents and some of their older children have been successfully encouraged to resume their education. They have enrolled on further education courses and gained teaching assistant qualifications, jobs and work experience placements as well as belonging to the governing body of the school.

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

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

- 107 The findings of the inspection team did not match those made by the school in its self-evaluation. This was because the school over-estimated by one grade how well learners are cared for, guided and supported. While in some aspects of its work there were some outstanding features, these were not enough to justify the highest overall grade for this key question.
- 108 Pupils are well cared for, guided and supported in a 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.
- 109 Weekly newsletters keep parents well informed about the life and work of the school. They contain very useful information about the 'Big Talk' initiative to promote speaking skills and homework tasks to help parents support their children. There is very good daily informal contact between parents and teachers of children under five and KS1, and with staff from the Traveller Education Service.

- 110 Parents' views are sought through regular informal meetings and events, such as the Christmas and summer fairs, celebrations and assemblies.
- 111 Termly parents' evenings are now family events and, as a result, nearly all parents attend. The chair of governors is establishing a very useful text message initiative.
- 112 The school council is well established and an influential voice in the school. For example, they are very aware of the need for healthy eating and have recently been instrumental in introducing the fruit tuck shop. As a result of the successful enterprise week, they are looking to expand into selling other items such as pencils.
- 113 Induction programmes for the under fives are carefully planned and implemented. There are effective arrangements to support pupils who join the school at a later stage. Pupils quickly learn the routines. The strong links with Flying Start and the Traveller Education Service greatly enhance the induction process.
- 114 There are very well established transition arrangements with the receiving comprehensive school for Y6 pupils. Pupils are involved in cross-phase bridging units in English, mathematics, science and Welsh in KS2 and KS3 teachers team-teach Y6 and Y7 pupils.
- 115 Pupils' attendance and punctuality are carefully monitored. Parents are reminded at an early stage and through weekly newsletters of the importance of regular attendance and punctuality. The school operates a first-day response system to absence.
- 116 Realistic attendance targets are set. The class which achieves the best attendance is celebrated weekly and results are displayed prominently on the 'Good Attendance Board.' Gold, silver and bronze certificates are awarded termly and published in the weekly newsletters. Around half the pupils achieve levels between 92% and 100%. Although attendance levels are increasing gradually, the school has not met its targets. It continues to work closely with other agencies on this..
- 117 Pupils' behaviour is extremely closely monitored. Incidents and outcomes of anti-social and severe misbehaviour are carefully recorded. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models.
- 118 Pupils know and understand the school and classroom rules. They know the consequences of misbehaviour and most respond well to the 'It's Good to be Green' reward system. Discussion time provides pupils with valuable opportunities to talk about and raise any concerns they have. Older pupils say they are treated fairly and know who to approach with any worries or concerns.
- 119 Fruit and salad is available regularly. Most parents support the fruit only policy for snacks at break time. Canteen staff are aware of pupils with dietary needs and provide suitable alternatives. The school has very recently enrolled in the Healthy Schools initiative. After school, sports clubs and outdoor play equipment promote healthy exercise and active lunchtimes are very well supported.

- 120 The adults in the school are well aware of pupils' particular medical needs and are knowledgeable about procedures in the event of accidents and emergencies, such as the management of diabetes and allergic reactions. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff have emergency first aid training. There are good arrangements to ensure the well-being of all pupils.
- 121 There are suitable arrangements to support vulnerable pupils. The involvement of many other professionals, such as the school nurse, send clear messages to pupils by appropriately raising their awareness of healthy lifestyles and a range of issues relating to their personal well-being and development.
- 122 There are effective policies and procedures for child protection in line with LA guidelines and good practice. The headteacher and her deputy are the nominated persons and there is a designated link governor. All teachers and learning support staff are fully aware of their responsibilities.
- 123 The provision for pupils with additional learning needs, including those with SEN, is good with outstanding features. Children under five with additional learning needs are identified quickly and assessed carefully. The process of diagnosing and tracking pupils' individual needs is very well developed with regular assessments, frequent monitoring and methodical record keeping. The structured input from support staff is an integral part of the success of the school in identifying pupils with specific needs and is very effective.
- 124 There is very good support for small groups and individuals who are withdrawn from classes. Their work is carefully linked to what is being taught in their classes. These pupils benefit considerably from a very well-planned curriculum, which is clearly focused on their learning needs.
- 125 A strength of the provision is the high degree of expertise available in the school from the special needs co-ordinator (SENCo) who has a clear understanding of pupils with a range of needs, including those with physical and sensory impairments. The use of a play therapist to assist with the individual emotional needs of pupils is outstanding. The school uses a very wide range of initiatives to support and assist the varied needs of these pupils.
- 126 The school's provision is very well supported by a wide range of outside agencies. The link governor for SEN takes an active interest, and visits the school to discuss provision and specific issues with the SENCo.
- 127 The school's provision for pupils whose behaviour impedes their own and others' progress is effective, ensuring the support of specialised agencies when required. There are very comprehensive arrangements, which are well used to eliminate bullying and all forms of harassment. These have had a very positive impact on behaviour throughout the school.
- 128 The school has clear routines for the process of reintegrating pupils into the life and work of the school following a period of exclusion. There are detailed arrangements to ensure that all pupils play a full part in the life of the school.

- 129 All pupils are encouraged and enabled to take part in the activities provided by the school. Positive and constructive relationships in the school community help to promote very good race relations. The school is very aware of the diverse cultures in the community. Displays celebrate the school's cultural links around the world.
- 130 The school supports and guides pupils very well, taking account of their social, educational or linguistic backgrounds. The school has appropriate policies and procedures for dealing with race equality, disability discrimination and equal opportunities and to counter oppressive or bullying behaviour.
- 131 The school has carried out an audit and drawn up a clear and well-constructed Disability Equality Scheme, together with a three-year action plan. There is a suitable accessibility plan that takes account of the site and buildings. Currently, there are no pupils with mobility problems in the school.

## Leadership and management

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

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

- 132 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 133 The school is very well led by a headteacher who has a very clear vision for the school and provides strong and purposeful leadership. This has given the school a firm sense of direction which is shared by all staff. Teachers have high expectations of themselves and share a common commitment to all of their pupils.
- 134 There is a firm belief that through working closely together the school's aspirations to 'Provide Children with Roots to Grow' can be achieved. The senior management team, working closely with other teachers and support assistants, has very carefully and pragmatically set the longer-term strategic direction for the school. A particularly strong feature has been the focus the school has given to raising standards in English and in improving behaviour and pupils' attitudes to each other, to adults and to their life in school. This has been achieved through careful planning and positive support for teachers and pupils. All those involved within the school know what is expected of them as individuals and work consistently towards these objectives.
- 135 All staff are conscious of their responsibilities and of ensuring that all pupils have equal access to what is taught. All teaching staff willingly share their expertise and what they do well.
- 136 There are detailed arrangements in place to assess pupils' longer-term achievements and to identify whether or not pupils are making the progress it would be reasonable to expect of them. Initiatives to raise standards, particularly in English, have been well supported through the careful deployment of resources and teaching assistants.
- 137 Nearly all subject co-ordinators review their subjects rigorously and consistently. They help to identify areas for improvement and to inform teachers' training needs,

and as a result to contribute to the school's plans for improvement effectively. However, due to staff changes and longer-term absences, the impact of some subject co-ordinators' actions have been limited.

- 138 The school takes careful note of national priorities and local initiatives. There are well supported 'before' and 'after' school clubs. The school council is active and pupils are developing a good understanding of the democratic process. Arrangements for the introduction of the Foundation Phase are well advanced. However, pupils generally do not receive sufficient consistent support and encouragement to use incidental Welsh in their lessons and to improve their bilingual skills.
- 139 There are strong links with other schools in the area, including the secondary school to which most pupils transfer and with other providers of education. Pupils have regular opportunities to appreciate the importance of physical activity and its contribution to living healthily. However, they are not given sufficient opportunities to recognise the importance of conservation and in protecting the environment.
- 140 There are well-established arrangements for the headteacher and senior management team to observe teaching and learning and monitor the progress of initiatives the school is making. There are close links between the information the senior management team and co-ordinators assemble and the school's performance management arrangements, which are effective. There are appropriate arrangements in place to support newly qualified teachers and teachers new to the school.
- 141 The governing body is well led. Governors are well informed and actively support the work of the school. They play a full part in determining its longer-term strategic needs and in overseeing the progress of initiatives introduced recently. The governing body has a detailed picture of the school's performance in national assessments.
- 142 The school's financial management is rigorous and properly focused on addressing the real needs of the school. The governing body meets all of 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**

- 143 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 144 The school self-evaluation process is thorough in gathering detailed information about the performance of the school. The professional staff carefully evaluate their own responsibilities and carry out detailed reviews of standards in their subjects. These are used constructively to evaluate future needs and to assess progress in previous decisions. This information is well used in the school's management procedures. All staff, governors and pupils have been fully involved in the process. However, the school has not sought and considered sufficiently the views of parents and those of the local community.

- 145 Teachers measure pupils' progress consistently and regularly. They use this information well to predict what pupils might achieve in the future. They carefully evaluate national data and identify trends over time and areas for overall improvement.
- 146 The school evaluation document is very comprehensive and carefully constructed. It clearly and accurately sets out the school's strengths and areas for improvement. It is closely linked to the SIP. Each initiative in it is carefully costed and tracked in order to judge whether the intentions have been met. There are close links between the process of self-evaluation and the school's performance management programme, which is also related to local and national priorities.
- 147 The inspection team agreed with six of the seven judgements made by the school in its self-evaluation of the seven key questions, and with nearly all of the school's identification of its strengths and areas for development. Where the inspection team disagreed, this was because the school over-estimated by one grade how well learners are cared for, guided and supported. The school provides well for its pupils in this area and particularly so in respect of some aspects of its help for those with additional learning needs. However, taken overall, in this key question there were insufficient outstanding features to support the highest grade.
- 148 Since the last inspection in the spring term 2003, the school has made good progress in addressing most of the key issues of that inspection. Standards are higher now than they were, particularly in English. However, there is still work to do in improving problem-solving in the curriculum and investigative skills in mathematics, which are under-developed.
- 149 There is an appropriate level of challenge in lessons for all pupils and good opportunities for them to work independently and to review their progress.
- 150 The school is well led and managed and there is a very clear vision for its future. Much has been achieved in developing a consistent approach in all classes to the way pupils are taught.
- 151 Assessment arrangements are rigorous and the information gathered is well used to help to raise standards further. However, while the school successfully promotes their greater understanding of different world cultures than before, nearly all pupils do not have a strong enough appreciation of the richness of the culture of Wales. This is because it is not taught sufficiently across the school.
- 152 Registration procedures comply with requirements. However, some pupils are consistently late at the start of the school day. The school has made some progress in this and has extensive procedures in place to improve attendance and punctuality.

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

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

- 153 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.

- 154 There are sufficient teaching and non-teaching staff to teach the curriculum and adequately meet pupils` needs during lessons. Pupils are taught in classes of an appropriate size.
- 155 The school also employs a high number of well qualified support staff that work with individual children or small groups to meet the broad range of additional learning needs of many of its pupils.
- 156 Arrangements to provide teachers with time during the taught week to plan, prepare and assess pupils' work are well managed and are helping to raise standards.
- 157 Staff receive regular training to enable them to meet their responsibilities and keep up-to-date with teaching strategies and curriculum developments. They successfully share what they have learnt with one another, for example, how to teach writing.
- 158 Management responsibilities are appropriately allocated and workforce remodelling has been put into effect as part of this process to rationalise the sharing of responsibilities. Appraisal and performance management systems are effective in identifying and meeting the future development needs of all staff. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are appropriate and are effectively used to help to raise standards further.
- 159 Although the building is in need of substantial renovation, particularly the leaking flat roof and defective windows, the school strives successfully to ensure that the working environment for pupils and staff is as warm, attractive and pleasant as possible.
- 160 School buildings provide a generous amount of accommodation for the number of pupils on roll. Classrooms are spacious and pupils in nursery, reception and KS1 have easy access to secure outdoor areas. In addition, there are a number of rooms and withdrawal areas for specialist teaching and support for pupils.
- 161 There is an adequate supply of learning resources and simple low budget items are often used imaginatively to stimulate pupils learning. The school has overcome its difficulties of easy access to the computer suite for KS1 pupils by using movable trolleys of laptop computers. Books and reading materials are plentiful. They cover a wide range of subjects and styles of writing, which are stimulating and engaging to boys and girls of different ages, abilities and backgrounds. Resources for pupils with additional learning needs are also plentiful.
- 162 The caretaker and cleaning staff ensure that the building is kept clean, tidy and hygienic. The large grounds, with both hard surfaces and extensive grassed areas, are well maintained and the site is safe and secure.
- 163 Some areas of the school are still inaccessible for adults and children with physical disabilities.
- 164 Administrative staff share the smooth, friendly and efficient day-to-day running of the school very effectively.

- 165 The school makes efficient and effective use of available money and has significantly reduced a large deficit budget. It has managed to improve standards and make other improvements. In order to achieve this success, the headteacher closely controls the curriculum budget to ensure it is used for maximum benefit to pupils. The school places significant emphasis on funding educational visits and enabling pupils to take part in activities they would not normally be able to experience.
- 166 The governing body's finance committee meets regularly to review budget spending. Major spending is strictly linked to the priorities identified on its school improvement plan. Governors are very mindful of the need to ensure that best value for money is achieved at all times. Staff carefully evaluate the impact of new resources, for example, new reading schemes, on standards achieved.
- 167 Bearing in mind the standards pupils achieve, often from a very low starting point and the quality of education provided, the school gives good value for money.

## **Standards achieved in subjects and areas of learning**

### **Under Fives**

- 168 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making good progress towards the Foundation Phase.

### **Personal and Social Development, Well-Being and Cultural Diversity**

#### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

##### **Good features**

- 169 Nursery and reception children make good progress in developing personally and socially, often from very low average starting points. Children make good progress in learning to control their feelings and begin to respect the rights of others. They co-operate well and share toys and equipment willingly.
- 170 Children develop independence when they select their own names and use them to register their attendance. Reception children begin to take responsibility for ordering their own lunch by putting their name in a basket or tray.
- 171 Children of both age groups quickly learn to dress and undress themselves for the outdoors or for physical development. They understand the importance of washing their hands after going to the toilet, digging in the garden or before preparing food.
- 172 At snack time, nursery children competently spread their own bread and wash and dry their own plates. When they have their snack, children of both age groups begin to understand that eating is a polite and sociable activity.
- 173 Many children quickly learn care and respect for living things when they examine creatures such as worms and snails that live in the outdoor area.

- 174 Children learn to respect diversity when they talk about themselves and their different family traditions. Children enjoy reading stories from other cultures and listening to adults describe different types of celebrations. They discuss feelings with growing understanding.
- 175 Children enjoy role-play, taking on roles in the vet surgery willingly. They demonstrate care and sensitivity for the feelings of the animals receiving treatment.

### **Language Literacy and communication skills**

#### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

##### **Good features**

- 176 Many children listen carefully when adults read stories to them. They listen with increasing attention when their friends are speaking.
- 177 They begin to take part in discussions with adults and other children about the activities they are engaged in and converse sociably with their friends whilst playing. Children readily join in discussions about the stories they hear. They describe some of the feelings of characters.
- 178 Reception children handle books confidently. They follow the story of the 'Enormous Turnip' with interest, following the text with their fingers. A few children identify individual letters and match them to the sounds. They also recognise a number of words. A few children discuss the events of the story and relate them to the time when they made soup.
- 179 Reception children spell simple words three letter words with a central vowel and correctly read them to each other.
- 180 Children in the nursery and reception work enthusiastically on their role-plays, both with the adults who model dramatic speech for them, and with their friends. As a result, they develop their speaking skills well, often from a very low starting point.
- 181 Children of both age groups naturally use mark making as part of their play. They are keen to record information or communicate with friends and family in this way.
- 182 Reception children are skilful emergent writers and many make accurate representations of letters and simple words.

### **Mathematical Development**

#### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

##### **Good Features**

- 183 Children of both age groups successfully engage in a wide range of activities that help them match, sort, order and count. They understand that mathematics is an integral part of everyday life and naturally count the stairs, their toys and their friends. They enjoy re-enacting stories such as 'Snow White' that involve counting the dwarfs, their clothes, chairs, cups and beds.

- 184 Many reception children count accurately to 20 objects. Many reception children recognise number symbols to ten given at random and a majority correctly match these to sets of objects. A few children recognise numbers to twenty. A very small number of children count sets of objects to 15. The majority of children begin to estimate accurately. Children gain confidence in overcoming problems when planning their investigations. Many quickly realise, for example, that 100 toy cars in a sack is not a feasible option.
- 185 When enjoying their water and sand play activities, children investigate floating and sinking, volume and capacity for themselves. They discuss full and empty and begin to notice more and less. Children suggest their own ideas to be tested and are confident to experiment to overcome problems. Nursery children use a balance to help them decide which piece of fruit is lighter.
- 186 Children of both age groups demonstrate a good understanding of the use of money when they play in the shop. They recognise numbers displayed on price tags and begin count coins and notice their size and shape.

## **Bilingualism**

### **Nursery and reception - Grade 3: Good features outweigh shortcomings**

#### **Good features**

- 187 Children understand that Wales has its own language. They begin to respond correctly to a few simple commands given in Welsh. They begin to learn the words to Welsh songs and rhymes.

## **Knowledge and Understanding of the World**

### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

#### **Good features**

- 188 Nursery children work co-operatively with adults to make dough. They competently measure out spoonfuls of flour, salt and cooking oil and carefully add colouring. They know the names of the ingredients and recognise their colours. Children notice how substances change and begin to understand that some changes are irreversible.
- 189 Nursery and reception children develop an early understanding of where they live. When discussing jobs people do, they begin to make distinctions between where people live and work.
- 190 Reception children are starting to examine globes and a few of them know that this is a representation of the world. A few children confidently explain the work they did about planets and point to the names of these on a display. They indicate which the Earth is and say that the sun is very hot. The same children also describe the different shapes of the moon visible from earth.
- 191 Children of both age groups understand the passing of time and begin to develop a concept of 'long ago'. They know that as they grow older they are able to achieve more than they could as a baby or toddler. They enjoy joining in action songs to demonstrate 'what my body can do'.

- 192 Children of both age groups enjoy developing their early IT skills. They develop good control of the mouse and space bar using a range of computer games, drawing software and simulations.
- 193 Children of both age groups develop a good understanding of the natural world when they care for plants and search for small creatures living in the earth or grass.

### **Physical development**

#### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

##### **Good features**

- 194 The physical development of children in both nursery and reception is good. Children fasten buttons and zips skilfully when dressing for the outdoors or for physical activities. They put their shoes and boots on the correct feet and wear their clothing the right way round.
- 195 Children develop increasing control over the tools and equipment they use through frequent opportunities to explore different materials and use a range of tools properly. Children use scissors, glue sticks, art and writing materials very competently for their age.
- 196 Children move confidently out of doors using a good range of climbing equipment and wheeled toys. They develop good co-ordination and balance. In their movement sessions indoors, children move enthusiastically in response to a signal and stop with good control.
- 197 Reception children effectively create linked movements to recreate the story of 'Snow White' or to accompany an action song.

### **Creative development**

#### **Nursery and Reception - Grade 2: Good features and no important shortcomings**

##### **Good features**

- 198 Children undertake a range of art and craft activities. They select materials, make choices about colour and design and arrange their work creatively.
- 199 Children effectively develop the skill of observational drawing when they carefully draw and colour apples similar to those the witch may have given Snow White.
- 200 Children move creatively in response to music when they dramatise their stories or react to an action song.
- 201 Children dramatise the stories they hear creatively in their role-play. For example, they enjoy going off to work as the seven dwarfs and then returning to Snow White in the evening.

##### **Shortcomings**

- 202 There are no important shortcomings except in bilingualism. In both the nursery and reception, children recall very few Welsh words. They do not know how to make simple responses to day-to-day questions, for example when answering to their names, or in greeting visitors.

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

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

**Good features**

- 203 In KS1 and KS2, nearly all pupils make good progress in speaking in a range of situations. In lessons, most pupils respond clearly to questions and take part in discussion, using an appropriate range of vocabulary. They communicate effectively with their 'talking partner' to share ideas and stimulate creativity. When studying the poem 'The Listeners', pupils in Y3 speak confidently to adults and are eager to share their ideas. Most pupils listen with interest and concentration.
- 204 Across the school, pupils in all year groups develop positive attitudes to reading. They make good progress in developing their skills and many read for pleasure. Pupils in KS1 enjoy reading a broad range of fiction and non-fiction books in their group reading sessions. They recall the main events of the story and the feelings of the characters. Many pupils are eager to discuss other books they have read.
- 205 In their reading lessons in KS1, pupils follow a large text successfully and read with growing expression. Pupils in Y1 begin to understand that there are different types of story. Many pupils know that 'Goldilocks' is a traditional tale or fairy story.
- 206 When reading from a large text, Y1 pupils begin to recognise correctly where speech occurs. They notice how their teacher's voice changes when each character speaks. Many pupils discuss with growing confidence how speech can be indicated in the text, either by a speech bubble or by speech marks. A few pupils suggest appropriate comments that Goldilocks may have made when she broke the chair.
- 207 Nearly all pupils in KS1 successfully put a story into a logical sequence of events. They write simple sentences to describe what is happening in the picture. Most pupils work successfully in groups using what they have learnt from their reading effectively to create a short imaginative conversation.
- 208 Older pupils in KS1 successfully work in groups using a factual text as a basis for answering questions about 'Gran's life.' They successfully develop the ability to search quickly for the relevant information. A few pupils of higher ability answer all questions fully and correctly using complete sentences.
- 209 They read with growing confidence and developing expression. They are generally eager to discuss the stories they have read and describe some of the characters. They explain simply who is their favourite author and why. Pupils of above average ability read with confidence and increasing accuracy. They retell the main events sequentially and predict outcomes.
- 210 Most pupils in KS2 see books, magazines, newspapers and the Internet as important sources of both information and enjoyment. Pupils discuss the content of the books they read and describe the characters and events. Pupils of all abilities enjoy guided group reading, show enjoyment and gain confidence from reading all together from a large text. Through regular practice, they improve the fluency and accuracy of their reading and begin to develop expression.

- 211 Most Y4 pupils successfully read instructions and search a challenging factual text to answer questions about the weather correctly.
- 212 Pupils of all ages write in different styles for a broad range of purposes; they particularly enjoy extended writing. They are keen to work at home to plan their work for their weekly creative writing sessions and understand the importance of creating an appropriate environment in the classroom for this to happen.
- 213 Most pupils in Y2 develop effective strategies, including the use of their knowledge of the sounds letters make for spelling the words they need to use regularly. As a result, many pupils in Y2 are confident to attempt spelling unfamiliar words by themselves and many succeed in doing this correctly. Most pupils punctuate their work accurately. Pupils in Y2 competently take dictation and enjoy the activity.
- 214 Most Y3 pupils recognise adjectives in the texts they study. They also recognise adverbs and make correct distinctions between nouns and verbs. They know and use synonyms correctly in their work.
- 215 Pupils in Y4 understand the importance of note taking when they listen to information from their teacher. They make useful notes on the facts concerning thunder and lightning and use these effectively as a basis for their written work. Many Y4 pupils' factual writing in science contains clear information and detailed description of the activities. Conclusions are well explained.
- 216 Y5 pupils discuss words that have different meanings but sound the same and successfully distinguish between given examples. They correctly place a number of words in the appropriate context. Pupils share their ideas confidently and clearly understand the idea.
- 217 Pupils in Y6 write imaginatively and creatively when they produce alternative endings to a story. A few understand that authors sometimes use alternative endings as a writing technique. They are eager to read their finished work to their friends and to visitors.
- 218 At the start of lessons, many pupils in Y6 use pairs of nouns very effectively as a stimulus for creating exciting sentences. Their sentences frequently include powerful openers and interesting 'connective' words. Many pupils correctly explain the difference between similes and metaphors.

### **Shortcomings**

- 219 A minority of pupils in all year groups do not consistently join their handwriting and their letter formation is often immature. As a result, sometimes work in English and in other subjects is poorly presented.

## **Mathematics**

**Key Stage 1: Grade 3: Good features outweigh shortcomings**

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

### **Good features**

- 220 Many younger pupils in KS1 have a good recall of number, recognising numbers that are close together and far apart. They know basic addition and subtraction facts.

Older pupils in KS1 count to 100 and recognise odd and even numbers. They solve simple addition and subtraction problems and use mathematical vocabulary accurately, for example when making sensible estimates when judging the relative size and weight of objects. They recognise missing numbers in a sequence and calculate distances, measuring lengths using standard units.

- 221 Pupils in KS1 have a good understanding of two-dimensional and three-dimensional shapes and sort them accurately, describing some of their attributes. They tell the time to the hour and half hour on an analogue clock. They recognise how to make movements in a clockwise and anti-clockwise direction.
- 222 Nearly all pupils in KS2 build successfully on their previous learning in addition and subtraction within 1,000. They approximate to the nearest 10 when estimating an answer. They sort two- and three-dimensional shapes by attributes. They record information accurately using tally charts. They recognise multiples of small numbers and recognise accurately when they are out of sequence. Pupils identify lines of symmetry when testing symmetrical and non-symmetrical shapes. They tell the time accurately to quarter past and quarter to the hour.
- 223 Many older pupils in KS2 utilise calculators effectively to check calculations involving large numbers. They have a sound knowledge of the operation of numbers. They recognise the qualities of different types of triangles. They change fractions to mixed numbers and recognise equivalent fractions. They carry out calculations using decimals confidently and accurately.

### **Shortcomings**

- 224 In KS1 many pupils do not use and apply mathematics in a wide range of practical activities. They do not have a secure understanding of how to recognise and apply mathematical rules in different situations or explain how they have reached an answer.
- 225 In KS2 nearly all pupils do not make and investigate mathematical hypotheses and predictions or develop their own strategies to find solutions to problems.
- 226 Pupils in the key stage do not understand and use percentages. Older pupils do not use a sufficiently wide range of means to represent data.

<b>Information technology</b>
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**Key Stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good Features**

- 227 Most pupils, by the end of KS1, use their IT skills well to communicate their ideas. They know that information can be stored and retrieved in the computers.
- 228 More able pupils in KS1 know that information can be presented in different forms, such as text, tables and pictures. With some help, pupils can store and retrieve information.

- 229 Pupils in KS1 are familiar with and use different programs, such as 'Fresco', to produce different shapes and colour. They use different brush sizes and the more able pupils make changes as necessary. Y2 pupils produce block and line graphs as well as databases about eye colour and pets successfully.
- 230 By the end of KS2, most pupils are competent in applying their IT skills. Most pupils save data and access stored information using 'Information Workshop'. They add to, amend and question information they have stored. Pupils in Y5 and Y6 use their computers to record information and to illustrate their findings. They recognise the need for taking care in gathering information and know that poor quality information leads to poor results.
- 231 Overall, most pupils in both key stages are confident users of the technology. Pupils in KS2 are familiar with the use of whiteboards in their classrooms and the use of digital cameras.
- 232 In KS2, pupils make use of their word processing skills to produce work in various forms for the purposes of reaching various audiences. With support, they are able to use a slide program to create a multi-media presentation based on their Welsh lessons.
- 233 Pupils in Y6 show good understanding of editing facilities through software to record music digitally.
- 234 Across the key stage, pupils' ability in using database programs to record, interrogate and reorganise data is good.

### **Shortcomings**

- 235 There are no significant shortcomings.

## **Design technology**

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

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

- 236 In KS1, most pupils use their investigative skills effectively to gather information about designs and materials to help them with their tasks. For example, Y2 pupils investigate different types of sandwiches before deciding on the one they wish to make. They use this knowledge well in designing their healthy lunchboxes and in choosing suitable ingredients.
- 237 In KS2, many pupils have a good understanding of the design and making process. They suggest ideas and select appropriate materials and equipment to make their products. Most pupils respond well to the brief set for them. They investigate the various aspects in a systematic way and more able pupils collate relevant information effectively.
- 238 In KS2 pupils develop their making skills appropriately when producing products such as toys with electrical circuits, carousels and pizzas. They investigate a range of products, select suitable materials and consider methods of making in relation to a simple specification. Pupils begin to develop their skills in evaluation well.
- 239 Nearly all older pupils in KS2 extend their expertise by investigating, planning,

making and evaluating materials and construction techniques to produce interesting artefacts. They are often linked to other subjects, such as history, when they make butter as part of their project on World War II.

- 240 In both key stages, most pupils evaluate their products sensibly, noting how their finished articles might be further refined. They record their views well in writing or by completing a worksheet.
- 241 Pupils adapt their ideas in the light of their findings, showing appropriate concern for safety in the design specification and the materials they select. They produce a range of individual designs, planned to appeal to specific markets.

### **Shortcomings**

- 242 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**

- 243 Nearly all pupils in KS1 know how they have changed since they were young. Nearly all know that toys have changed from one period in history to another. They talk sensibly with adults about life in the past. They compare life in school today with that of the Victorian period. Older pupils in KS1 know from a visit to the Celtic Roundhouse in the Museum of Welsh Life that 'wattle and daub' was a common building technique in that period. They experiment themselves to learn the techniques of the Celtic builders.
- 244 Within KS1, many pupils know something about the lives of some famous people of long ago, for example Florence Nightingale. They know how to investigate evidence by careful questioning when looking at pictures of the remains of 'the Red Lady of Paviland'. They understand some historical terms, such as artefact.
- 245 Within KS2, younger pupils know some basic facts about living conditions in Tudor times and about Tudor games and pastimes. They consider photographic evidence carefully when studying the location and construction of Celtic hill forts in Wales. Many have a good understanding of the achievements of some eminent Victorians and of life for ordinary people during the Industrial Revolution.
- 246 Older pupils in KS2 know from their study of a very wide range of artefacts and first and second-hand sources about life during World War II. They draw conclusions about air raids from careful study of photographs of the bomb damage caused in Newport Road in Cardiff following an air attack. They know about life at home during the period and identify sympathetically with the experiences of evacuees. For example, they explore 'Rhian's suitcase' to discover what evacuees took with them on their journeys to apparent safety.

### **Shortcomings**

- 247 There are no important shortcomings.

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

The Headteacher, staff, pupils, parents and Governors of Greenway Primary School welcome the report resulting from the recent inspection. The report has provided an objective view on all aspects of the work of the school and will form an excellent basis for subsequent action, helping our school to improve further.

We are delighted that the findings acknowledge that Greenway Primary School is a good school and recognises the significant improvements made since the last inspection. The dedication, commitment and enthusiasm of both staff and governors have been duly recognised. The inspection team agreed with six of the judgements made in the school self-evaluation report confirming the success of our self-evaluation processes.

We have always been very proud of our children and were pleased that the inspectors found that their behaviour and attitudes as being good and recognised the care they show for one another.

An action plan will be put in place to address the recommendations of the report. A summary of the plan will be sent to all parents. The Governor's Annual Report to Parents will report on the progress we are making on the inspection recommendations.

On behalf of Greenway Primary School, we would like to thank the Inspection Team for their courteous, professional approach; for their thorough, yet positive way of working with us; for their sensitivity throughout. We consider that at the end of the process, we are able to move forward confidently and positively.

## Appendix 1

### Basic information about the school

Name of school	Greenway Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3 -11
Address of school	Llanstephan Road Rumney Cardiff
Postcode	CF3 3JG
Telephone number	029 2077 7048

Headteacher	Miss Geraldine Foley
Date of appointment	1 <sup>st</sup> January 2004
Chair of governors	Mr Mike Thomas
Registered inspector	Mr Peter Mathias
Dates of inspection	12 <sup>th</sup> -14 <sup>th</sup> January 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	9.5	25	22	18	26	19	18	36	173.5

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	4	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16.4:1
Pupil: adult (fte) ratio in nursery classes	3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	23.4
Teacher (fte): class ratio	1.25:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 2008	74.5%	83.8%	86.9%
Summer 2008	82.5%	86.5%	88.2%
Autumn 2008	81.5%	86.3%	87.6%

Percentage of pupils entitled to free school meals	66%
Number of pupils excluded during 12 months prior to inspection	17

### Appendix 3

#### National Curriculum Assessment Results

##### End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		26		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0.0	3.7	18.5	63.0	14.8
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0.0	7.4	18.5	55.6	18.5
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0.0	7.4	14.8	74.1	3.7
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0.0	3.7	14.8	63.0	18.5
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0.0	0.0	29.6	55.6	14.8
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	3.7	25.9	48.1	22.2
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	66.7%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

#### National Curriculum Assessment Results

##### End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		28				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher Assessment	School	0.0	0.0	0.0	0.0	21.4	67.9	10.7
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher Assessment	School	0.0	0.0	0.0	3.6	28.6	57.1	10.7
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher Assessment	School	0.0	0.0	0.0	7.1	14.3	60.7	17.9
		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 by teacher assessment	
In the school	67.9%
In Wales	75%

D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

Four inspectors plus the school's nominee spent the equivalent of ten inspector days in the school and met as a team before the inspection. The headteacher was the school's nominee and attended all team meetings.

The inspectors visited:

- twenty-eight lessons or part lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices Mathematics History
Mrs Caterina Lewis (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mr Alun Williams (Team Member)	Contributions to Key Question 2, 3 & 4 Design technology Information communications technology
Mrs Jan Marsden (Team Member)	Key Question 7 Early Years English
Miss Geraldine Foley (Headteacher/Nominee)	Contributions to all Key Questions

### **Acknowledgement**

*The inspectors wish to thank the governing body, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.*

#### **Contractor:**

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