

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

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

**Herbert Thompson Primary  
Plymouthwood Road,  
Ely,  
Cardiff, CF5 4XD**

**School Number: 6812312**

**Date of Inspection: 16/06/08**

**by**

**Peter Mathias  
78829**

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Herbert Thompson Primary 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 Herbert Thompson Primary took place between 16/06/08 and 19/06/08. 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 **full** 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 UA's.

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. Herbert Thompson Primary School is a new school formed from the amalgamation of Herbert Thompson Infant and Herbert Thompson Junior schools in September 2004. It is situated in the Ely area of Cardiff, which is the Unitary Authority (UA). There are 351 pupils on roll including 39 full-time equivalent children who attend the nursery on a part-time basis.
2. Nearly all pupils come from the local area, which is significantly economically and socially disadvantaged. Over three quarters of the pupils are considered to be vulnerable and disadvantaged and about one in three pupils have multiple needs. The school is part of a Communities First Area. A significant number of children are from families whose stay in the area is transitory. On entry, children in general have very low levels of basic skills.
3. The school reports that 56% of pupils are entitled to free school meals which is well above the UA average of 21.2% and the national average of 17.5%.
4. About 55% of pupils are considered to have some degree of special educational needs (SEN) including three boys and one girl who have statements of SEN for a range of reasons. Overall, this is a very high figure and well above the UA and national averages. No pupil has the National Curriculum (NC) disapplied.
5. English is the predominant language of 91% of pupils and 82% are of Welsh extraction. The remainder are largely of mixed-race. Some 9% of pupils have English as an additional language. No pupil has Welsh as a first language. Three pupils are looked after by the UA. Six pupils were excluded, one permanently during the previous school year. Since its formation, the school roll has been largely the same.
6. There have been 10 staff changes recently for a variety of reasons, including retirement, maternity leave and long-term sickness.
7. The school was a pilot setting for the Welsh Assembly Government's (WAG's) Early Start Foundation Phase. Children in nursery and reception classes were involved in this.
8. The school holds the Basic Skills Quality Mark, National Leading Aspect Award for outstanding provision and the Eco-schools Silver Award.

### The School's Aims

9. The school's aims are broad, inclusive and appropriate.

## The School's Mission Statement

10. The school's mission statement is,

"Find Your Talents and Let Them Grow,  
Be The Person You'd Like to Know."

## The school's priorities and targets

11. The school's priorities and targets for 2008/2009 are to: -

- improve standards in writing in KS2 in mathematics and reading in both key stages;
- develop the roles of teaching assistants;
- improve teaching and learning in information technology, music and in the key skills;
- review arrangements for the induction of new members of staff;
- improve attendance and punctuality;
- evaluate the impact of assessment on learning;
- prepare for the introduction of the Foundation Phase, and
- develop pupil's understanding of healthy living, sustainable development and global citizenship.

## Summary

11. Herbert Thompson Primary School is an outstanding school which has many strengths. It is very well led and provides an education which is of a very high quality.
12. The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and about the other areas of its work.

## Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1

6	How well do leaders and managers evaluate and improve quality and standards?	1
7	How efficient are leaders and managers in using resources?	1

### Foundation Phase Pilot Classes

	Grade
Personal and social development, well being and cultural diversity	1
Language, literacy and communication skills	1
Mathematical development	1
Bilingualism	1
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

13. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils are making good progress towards the Foundation Phase outcomes.
14. Many children begin school with very low levels of basic skills and are very well prepared for the next stage of their education.

### Grades for standards in subjects inspected

Inspection Area	KS1 Grade	KS2 Grade
English	1	1
Welsh as a Second Language	2	2
Mathematics	2	1
Science	2	2
Information technology	1	1
Design technology	1	1
History	2	2
Geography	2	2
Art	2	2
Music	1	1
Physical education	1	1
Religious education	2	2

### Standards

15. During the inspection grades achieved by pupils in the lessons observed were as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	26%	69%	5%	0%	0%

16. These figures are well above those set as a target in the Welsh Assembly Government (WAG) 'Vision into Action' document for primary schools that by 2010 at least 98% of lessons inspected should be Grade 3 or better and 65% Grade 2 or better.
17. Pupils with additional learning needs, including those with SEN, those learning English as an additional language and those considered to be able and talented all make very good progress as a result of the very good provision and help they receive.
18. Children in the Foundation Phase Pilot classes use their key skills in English and in Welsh in speaking, listening and reading very well. They also use their mathematical and information and communications technology (ICT) skills very competently. Under fives are developing their bilingual skills very confidently. They have a very good understanding for their age and maturity of the culture and traditions of Wales. Children's creative skills, their personal and social education skills, their ability and willingness to work with others and their awareness of how to improve their own work are all Grade 1 (good with outstanding features). Children's problem solving skills are Grade 2 (Good features and no important shortcomings).
19. In KS1 and KS2 pupils' key skills are Grade 2 overall. In communication in English, pupils' standards of achievement are Grade 1 and they speak and listen very well bearing in mind their starting points. They take part in lively discussions and use technical vocabulary accurately. They listen very carefully. Standards in reading and writing are good. However pupils' handwriting and presentation skills have some shortcomings.
20. Pupils' communication skills in Welsh are Grade 2. They use an increasing range of vocabulary and phrases in different contexts particularly in their Welsh lessons. However, pupils' bilingual skills are Grade 3 (good features outweigh shortcomings). This is because older pupils do not build systematically on what is taught in KS1 and they lack confidence to use Welsh in other subjects and in a range of situations. Pupils' application of their mathematical skills is also Grade 3. Throughout KS1 and KS2 pupils' awareness of the culture and heritage of Wales through Y Cwricwlwm Cymreig is Grade 2 as are pupils' problem solving skills.
21. Pupils' application of their skills in information and communications technology (ICT), their inter-personal and social educational skills, their creative skills, their ability to work with others and their knowledge of how to improve their own work are all Grade 1. These represent major strengths in pupils' learning.
22. Pupils' very low ability on entry and the very high levels of disadvantage they experience are significant factors when considering the overall performance of pupils in the national teacher assessments. Other adverse influences include the very high proportion of pupils entitled to free school meals and those identified as having learning difficulties. Additionally many pupils do not spend the whole of their primary education at the school and many pupils

who join the school at other times than normal, have significant social and educational difficulties.

23. The school records indicate that nearly all pupils make at least the progress it would be reasonable to expect of them. Many of those who spend the whole of their time in the school exceed the predictions made for them and at least reach the expected standards nationally. Since the new school was created standards have improved significantly, particularly at KS2
24. In the 2007 national teacher assessments for seven year olds, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was below the UA and national averages in English and mathematics and above in science. The combined results were below. Girls out-performed boys consistently. The proportion of pupils attaining the higher level (Level 3) was just below the UA and national averages in English and above in mathematics and science.
25. Compared to schools with a broadly similar proportion of pupils entitled to free school meals (i.e. 32% + against the school figure of 56%), the results were below in English, above in mathematics and well above in science. The combined results were above. Since 2005 the proportion of seven year olds reaching the higher level (Level 3) has improved. In 2007 the school was very close to the targets agreed with the UA.
26. In the national teacher assessments for eleven year olds in English, mathematics and science, the proportion of pupils reaching at least the expected level (Level 4), was well below the national and UA averages in English and mathematics and very close to these averages in science. The combined results were below. The proportion of pupils reaching the higher level (Level 5) was also below the UA and national averages. These results reflect the fact that in 2007 there was a high proportion of the group who had a wide range of learning difficulties. In these assessments girls out-performed boys in English and boys out-performed girls in mathematics and science.
27. When these results are compared to those broadly similar schools with at least 32% of its pupils entitled to free schools, the results in English were well below. In mathematics results were below and in science they were above. The combined results were well below. Since 2005 the overall performance of eleven year olds in the school has varied but has been below most of these schools. In 2007 the school did not meet its targets agreed with the UA.
28. Pupils' behaviour and their attitudes to learning are outstanding features. Pupils show very high levels of respect to adults and to each other. They are friendly, polite and well motivated.
29. Attendance at 90.7% is below the WAG target of 95% and below most schools locally and nationally. Nearly all pupils arrive on time at the start of the school day. However a few pupils are persistently late. The school meets WAG statutory requirements for attendance.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	58%	5%	0%	0%

30. The above figures are well above the national picture reported by HMCI in the Annual Report 2006/2007 where the quality of teaching nationally was at least Grade 2 in 80% of lessons with 14% having outstanding features. These figures are also above the WAG 'Vision into Action' document where the target for 2010 for the quality of teaching observed by Estyn is for 80% of classes to be at least Grade 2 or better.
31. In the Foundation Phase classes all practitioners plan and organise very well. Children enjoy a wide range of suitable learning experiences.
32. Across the school in the best lessons the outstanding features include: -
- very thorough planning to meet the needs of all pupils;
  - setting very clear time targets for pupils to meet;
  - careful explanation of what pupils should aim to achieve;
  - very positive and constructive advice and guidance;
  - very well developed questioning skills which encouraged pupils to think things out for themselves;
  - effective use of the teaching time to support individuals and groups;
  - stimulating and exciting activities which make learning fun;
  - very good subject knowledge and the ability to make connections between the different subjects being taught;
  - detailed reviews of what has been learned as a basis for future work;
  - close co-operation between teachers and assistants who work very effectively together; and
  - use of a wide range of effective strategies to encourage pupils to evaluate their own work.
33. Arrangements for assessing, recording and reporting on pupils' progress meet legal requirements and are of a very high quality.
34. A wide range of reliable tests and assessments to judge pupils' performance are used very well and the results rigorously analysed so that teachers have a very clear picture of how much progress pupils are making. Pupils are fully involved in the process and have a very clear understanding of what they need to do to improve. Teachers mark pupils' books fairly, accurately and regularly.
35. Pupils with SEN are assessed regularly and their needs are thoroughly addressed. The school is very mindful to ensure that teachers within the school agree what are the standards that pupils are achieving. They make consistent judgements with other schools, particularly in English, mathematics and science.

36. Annual reports to parents are of a good quality and meet statutory requirements. Parents have good access to teachers in order to discuss the progress their children are making.
37. The curriculum is broad, balanced and meets the needs of all pupils very well. It meets in full the statutory requirements of the NC and the locally agreed syllabus for religions education. The overall curriculum is of a very high quality. It is accessible to all and meets the needs of all pupils including those with SEN. The overall curriculum is substantially enriched by a wide range of extra curricular and out of school activities including a large number of visits and visitors. The curriculum in the Foundation Phase covers each area of learning ensuring that children build systematically on what they already know and can do. It follows closely the principles set out in the WAG draft guidelines for the Foundation Phase.
38. The provision for pupils' spiritual, moral, social and cultural development is of a very high quality and has been recognised as such through a national award scheme. Collective acts of worship play a very important part in the life of the school and provide many very well taken opportunities to reflect and to develop a strong sense of community.
39. The partnership with parents, the local community and other schools has many outstanding features. The school works very conscientiously and effectively to encourage parents to play an active part in the life of the school and to take a close interest in their children's education. Links with the world of work are very well established. Pupils have a good insight into how businesses function. Arrangements for homework are good and provide very good opportunities for pupils to build on their learning in school.
40. The quality of provision for pupils to gain an understanding of equal opportunities and to tackle social disadvantage and stereotyping is very high. The school's provision for sustainable development and global citizenship is good with several outstanding features. The school council and eco-committee are very active and provide pupils with a clear understanding of their own responsibilities to their community and of the democratic process.
41. The school is very mindful to ensure pupils' well being. The provision in this aspect of the school is exemplary. Pupils benefit from an extensive healthy eating and living strategy, which involves a clear commitment to improving pupils' health through regular exercise.
42. The personal support and guidance of pupils is of a very high quality. Risk assessments are meticulously undertaken. Support for those who are unwell or are in need of first aid is very good, with several staff trained to give help. Child protection arrangements are in line with local guidance. Pupils' overall welfare is rigorously monitored and very effective action is taken when necessary.
43. The support for pupils with additional learning needs (ALN) including those with SEN is of a very high quality and is well managed. Individual education

plans (IEP's) are clear, well written and address each pupil's needs very well. They are put into practise very successfully. The requirements of the code of practice for SEN are met in full.

44. Arrangements to review pupils' attendance, punctuality, behaviour and performance are outstanding. There are very close links with the education welfare service to support children and their families. There are also very detailed policies and procedures for dealing with issues of race, equality, disability, discrimination and equal opportunities. There is a detailed accessibility plan based on a thorough survey of the site.

### **Leadership and management**

45. The headteacher provides a very strong and effective lead to the school and works closely with the senior management team, with the deputy headteacher and the assistant head teacher providing high quality support. Much has been achieved since the school was formed in creating a new school with a very positive ethos and where the expectations held for pupils and all staff are very high.
46. All teachers and their assistants work together with an outstanding sense of purpose and commitment to each other and to the school. The roles of subject co-ordinators are well developed and they manage their subjects very well. All teachers are fully focused on raising standards further and are far from complacent. There are extensive procedures in place to review and evaluate the quality of teaching and learning and the progress of initiatives the school is pursuing.
47. Very careful note is taken of national priorities and local initiatives and there are very strong links with the local community. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are very well managed and the time is used very effectively to enable teachers to take steps to continue to raise standards further.
48. There are close and effective links with the governing body which is very well informed and heavily involved in the life of the school. Governors are fully consulted in determining the long-term strategic needs of the school and in judging its strengths and areas for improvement. Financial management is very well organised and effective. The governing body meets all of its statutory duties in full and ensures that the professional management of the school is positively and constructively held to account.
49. The process of self-evaluation is robust and is very well established. It is closely linked to the school improvement plan (SIP) and to its performance management procedures. All staff, governors and parents are fully involved in the process. Their views are carefully considered.
50. The school's self evaluation report is very detailed and indicates clearly all relevant evidence on which it is based. It is very well set out and easily understood. It is effectively used to plan the way ahead and is closely linked to the school's performance management procedures. The self-evaluation

report is an accurate assessment of the school's strengths and areas for improvement.

51. Day-to-day administration is smooth, friendly and very efficient. All visitors are warmly welcomed and treated with care and consideration.
52. The accommodation is safe and very attractive with many colourful displays which celebrate pupils' achievements. Staff are well qualified and have a very good range of specialisms to meet the needs of all pupils including those with SEN. Across the school, a particular strength is the high quality of additional support available to teachers.
53. There is a very good range of high quality resources to support pupils' learning which are used very well. The arrangements to identify the professional development needs of all staff are rigorous and carefully matched to the school's performance management arrangements and to the SIP. There is a detailed induction programme for newly qualified teachers and teachers new to the school.
54. Bearing in mind the standards and progress pupils make, often from very low and difficult starting points, the overall outstanding quality of education provided and the way in which the school is led and managed; the school gives very good value for money.

## Recommendations

55. In order to improve the school needs to: -
    - R1 raise standards across the curriculum in the key skills of using and applying mathematics and in bilingual and presentational skills, and \*
    - R2 continue to take steps to raise levels of attendance. \*
- \* The school has already identified this aspect 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: Grade 1: Good with outstanding features

56. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
57. Standards of achievement in the lessons observed were as follows: -

#### Grades for standards in subjects inspected

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
26%	69%	5%	0%	0%

58. These figures are well above those reported in HMCI's Annual Report 2006/2007 where 80% of lessons in primary schools were Grade 2 or better. The figures are also well above the targets set for primary schools in the Welsh Assembly Government (WAG) 'Vision into Action' document. In it the targets for primary schools by 2010 is for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of lessons.
59. Baseline assessments indicate that children's basic skills are very low when they begin school.

#### Foundation Phase Pilot Classes

	Grade
Personal and social development, well being and cultural diversity	1
Language, literacy and communication skills	1
Mathematical development	1
Bilingualism	1
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

#### Grades for standards in subjects inspected

	KS1	KS2
Inspection Area	Grade	Grade
English	1	1
Welsh as a Second Language	2	2
Mathematics	2	1
Science	2	2
Information technology	1	1
Design technology	1	1
History	2	2

Geography	2	2
Art	2	2
Music	1	1
Physical education	1	1
Religious education	2	2

60. The overall quality of provision for children in the Foundation Phase Pilot is very good. It meets children's needs and they make very good progress. The high quality interaction between children and all practitioners, ensure that children enjoy their learning experiences and take part in them very enthusiastically.
61. From well below the expected maturity on entry they make outstanding progress and are ready to begin the next stage of their education.
62. Pupils with additional learning needs including those with SEN and those learning English as an additional language make very good progress. Nearly all pupils with SEN achieve the individual targets they are set. The more able pupils make similar progress.
63. In the 2007 national teacher assessment for seven year olds in English, mathematics and science, the proportion of pupils reaching the expected standards (Level 2), was below the national and UA averages in English and mathematics and above these averages in science. When these results were combined they were below the national and UA averages. In these assessments girls out-performed boys consistently. In 2007 the proportion of pupils reaching the higher level, (Level 3) was just below the UA and national averages in English and above in mathematics and science.
64. When these results are compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals, the results were below these schools in English, above in mathematics and well above in science. The combined results were also above these similar schools.
65. Background data indicates that in this group of seven year olds, many began school with very low levels of basic skills and considerably exceeded their predicted performance at seven years of age. Since 2005 the overall performance of seven year olds has varied between subjects. The combined results have been consistently above similar schools with a significant improvement recently in the proportion of pupils reaching Level 3. The school was very close to its KS1 target which it had agreed with the UA.
66. In the KS2 national teacher assessments for eleven year olds in 2007 in English, mathematics and science, the proportion reaching at least the expected Level (Level 4) was well below the national and local averages in English and mathematics and very close to these averages in science. The combined results were below. The proportion of pupils reaching the higher level (Level 5) was below the national and UA averages. In these assessments girls out-performed boys in English and boys out-performed

- girls in mathematics and science. However taken overall, girls performed better than boys.
67. When these results are compared to schools in the UA with a broadly similar proportion of pupils receiving free school meals, results in English were well below. In mathematics results were below most of these schools. In science they were above. The combined results were also well below. Since 2005 the overall performance of pupils in these assessments has varied. However the pattern of results has remained below most of these schools. The school did not meet its targets agreed with the UA in 2007.
  68. Care should be taken when considering these figures because of several important factors. Baseline assessments of children when they enter school indicate that a high proportion of pupils have very low levels of basic skills and very high levels of disadvantage. The school has a very high percentage of pupils who have SEN. This is well above both national and UA averages. For example in 2007 in the group of eleven year olds who were assessed, a very high proportion was considered to have a wide range of difficulties.
  69. The similar schools comparisons are based on a group of schools identified with above 32% of pupils entitled to free school meals. In this school the proportion of pupils in this category was nearly twice the baseline.
  70. In the school there is also a very significant number of pupils whose time in the school is transitory. Many join the school at different times with significant social and educational difficulties. A relatively low proportion of pupils remain in the school for the whole of their primary education.
  71. Available additional data indicates that nearly all pupils achieve at least the standards expected of them for their age and ability. In the 2007 assessments of seven year olds, many exceeded the predictions made for them when they began school. In the 2007 assessments for eleven year olds, nearly all achieved or exceeded their predicted scores based upon their performance when they were assessed at seven.
  72. Of those pupils who began and remained in the school, many achieved more than the standards predicted for them and all at least reached the expected levels, reflecting the consistently high quality support they receive. Since the amalgamation of the school, standards in the KS2 teacher assessments have improved significantly.
  73. Standards and progress in key skills are Grade 2. Children in the Foundation Phase pilot classes use their key skills of speaking, listening, reading and writing very well in English and in Welsh. They speak and listen to each other sensibly and are beginning to read instructions. They use their mathematical and ICT skills very competently for a wide variety of purposes. They have very well developed bilingual skills bearing in mind their starting points and their backgrounds. They have a growing awareness of their own area and the wider locality. They are beginning to be able to find solutions to practical problems and have very well developed creative skills. They work

- very willingly with others and show high levels of care and concern for each other. They are beginning to appreciate how they can improve their work.
74. In KS1 and KS2 pupils' communication skills in Welsh are Grade 2. They respond to greetings and commands appropriately. Older pupils have growing confidence to express themselves naturally in their Welsh lessons. However in KS2 particularly their bilingual skills are weaker than they are at KS1. Older pupils in KS2 do not build sufficiently on what they know in KS1 where pupils use basic greetings confidently and respond appropriately to basic instructions and requests. Older pupils do not have sufficient confidence to use Welsh on a regular basis.
75. Standards in the key skill of communication in English in KS1 and KS2 are Grade 2. Pupils communicate their ideas clearly and articulately. They increasingly sustain and develop complex discussions and use technical vocabulary. They listen very carefully to their teachers and to each other. Standards in reading and in writing in a range of different styles and for different purposes are good. Pupils' reading skills are well developed and many pupils read confidently and expressively. However, pupils' handwriting and presentational skills are weak.
76. Standards in numeracy are Grade 3. Pupils across KS1 and KS2 develop good skills in chronological awareness in history, however pupils do not show sufficient progress in their skills, for example in using their measuring skills across the curriculum.
77. Pupils' personal and social skills are Grade 1. Pupils show care, respect and concern for each other. They have very positive relationships when playing and working together. Their attitude to learning, the interest they show in their work and their ability to concentrate are very good. They are attentive in lessons; keen to join the activities prepared for them and are enthusiastic in their work.
78. Pupils have good awareness of the culture and heritage of Wales through Y Cwricwlwm Cymreig. This is well promoted through the 'Ty Cerdd' music project.
79. Pupils' creative skills are Grade 1 in KS1 and KS2. Pupils produce work of a high quality using a range of media. They perform music to a high standard as individuals, small groups and as part of the school's orchestra. They take part enthusiastically in a wide range of performances, including physical education. Pupils' problem solving skills are Grade 2.
80. In KS1 and KS2 children are encouraged to explain why they think things happen. They are successfully encouraged to investigate for themselves. They make sensible decisions about improving their own lives in school through the school council and eco-committee.
81. Pupils have a very good understanding of how to improve their own lives and performance and that of other pupils. This is Grade 1. Pupils are very familiar with their individual learning targets and skill profiles, which form an

integral part of the way in which they are taught. Pupils have a very clear picture of what they need to do to improve and to go about achieving their targets.

82. Pupils' behaviour and their attitude towards learning are outstanding features and contribute significantly to the standards pupils achieve, to their personal, social and emotional development and to the quality of life in the school. The school is a highly supportive, inclusive community where all pupils are valued and respected.
83. The headteacher and staff have high expectations of pupils' behaviour and pupils respond positively to their calm, supportive and consistent approach. Pupils are friendly, polite and welcoming to visitors; they readily engage in conversation, have a good understanding of what is expected of them with regard to behaviour and are courteous and considerate towards adults and towards each other.
84. Pupils are well motivated, enthusiastic and enjoy their work and play. They listen very carefully to their teachers, co-operate well with adults and their peers and settle quickly to their tasks. They persevere with their work and take delight in their achievements, which they readily share with others.
85. The school places a high priority on attendance and punctuality and works tirelessly to promote the importance of regular and punctual attendance of all pupils.
86. Attendance rates for the past three terms average 90.7%. Whilst these rates are below national and local attendance rates for pupils of primary school age, the school has been successful in raising attendance rates for pupils of compulsory school age by three percentage points over the last twelve months. This is a significant achievement given that the school was without the regular support of the education welfare service during much of this time due to illness of key personnel.
87. Much of the absence is caused by a minority of pupils who have a high level of persistent absence, which has an adverse impact on the continuity of their education and the standards they achieve. The school is working closely with the education welfare service and other external welfare agencies to support the families concerned.
88. Despite the best efforts of the school, a few pupils regularly arrive late for the start of the school day. This often disrupts classes and these pupils miss important parts of the first lesson of the day. Registration is conducted efficiently and the school meets all WAG statutory requirements with regard to attendance.
89. Pupils are developing the skills to work independently and to take responsibility for their own learning. They work together in pairs and groups with confidence, organise activities fairly and ensure everyone contributes.

90. In the Foundation Phase classes children are developing the skills to work independently and are encouraged to make their own choices and decisions. They are confident and eager to explore new learning situations.
91. Pupils make outstanding progress in their personal, social, moral and wider development. The very good relationships between staff and pupils underpin this development and pupils feel confident in expressing themselves because they know their views are valued by staff. The high priority given to the development of pupils emotional well being, the sensitive content of collective worship and the highly supportive ethos of the school provide pupils with a secure set of values to guide them.
92. In discussion, pupils demonstrate a mature awareness of equal opportunities issues and show genuine respect for other faiths and cultural traditions. They feel strongly that everyone should be treated fairly and without favouritism or discrimination, and value greatly the way their teachers treat all pupils equally and with respect.
93. The school is highly successful in preparing pupils for effective participation in the work place and the community. Staff, governors and pupils are highly committed to the local community and the school supports many community initiatives. Exemplary use is made of the locality as a learning resource, and educational visits enhance pupils' learning in many curriculum areas, including the work-related curriculum.

## The quality of education and training

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

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

94. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
95. The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
37%	58%	5%	0%	0%

96. These figures are well above the national picture reported by HMCI in the Annual Report for 2006/2007 when the quality of teaching in primary schools is at least Grade 2 in 80% of lessons with 14% having outstanding features. These figures are also well above the 2010 target for primary schools set out in the WAG 'Vision into Action' document where the quality of teaching assessed by Estyn should be Grade 2 or better in 80% of classes.
97. In the Foundation Phase classes practitioners plan and teach very effectively to organise and present a very wide range of stimulating learning experiences. All adults work together closely and effectively in order to

ensure that children settle into their school routines happily. All staff help individual children to achieve success from often very low starting points.

98. Across the school, teachers ensure that their lessons are carefully planned to meet the needs of all pupils in their classes. They ensure that they identify and then teach specific skills and knowledge. They carefully explain what is expected of their pupils and set out clearly what time there is to complete their tasks. This is carried out in a positive and constructive way so that all pupils begin their work confidently and know that their efforts will be recognised.
99. Many high quality lessons, which have outstanding features, are found across the school. This ensures that year on year pupils make very good progress and learn systematically. In these lessons teachers show outstanding ability in encouraging even the youngest children to express their ideas confidently and logically and to question in such a way that helps pupils to make their own decisions. Teachers carefully ensure that their time is very well used so that individuals and groups of pupils receive exactly the support they need, for example when encouraging younger pupils in science to investigate how plants grow. They maintain a brisk pace to the lessons by the very effective use of praise and positive encouragement.
100. Teachers consistently and very successfully try to make learning fun so that pupils naturally work with enthusiasm, for example when performing in a music lesson. Teachers invariably show a very secure understanding of their subjects and how to link together different subjects for example, when studying how to produce a balanced argument in English about the need to encourage pupils to eat healthily. They successfully encourage pupils to use incidental Welsh regularly and appropriately throughout their lessons.
101. In many of the lessons, teachers thoroughly review how much their pupils have learnt and help pupils to evaluate for themselves what they have understood and where they need to improve. They utilise that information very well at the beginning of the next lesson in that subject, to ensure that all pupils have a firm basis on which to learn more.
102. A particular strength across the school is the very tangible sense of co-operation between teachers and their assistants who all invariably make pupils feel that they are equal partners in the process of learning. All teachers are very mindful to ensure that all pupils are treated equally and do not make generalisations based on an individuals background.
103. In the very small number of lessons where there were some shortcomings, teachers misjudged the time available to complete the task they had set and as a result pupils did not make the progress that was expected of them. In some lessons, teachers were too willing to accept untidily presented work. They missed opportunities to develop and extend pupils' bilingual skills.
104. The school's assessment procedures are well structured and contain many good and outstanding features. The school's procedures for assessing and

reporting on the NC and on pupils' progress at the end of key stages fully meet statutory requirements.

105. The school uses attainment tests that indicate how well pupils are performing in order to plan effectively to meet pupils' needs. These are outstanding features, which enable pupils to build systematically on what they already know and can do.
106. The pupils themselves are fully involved in the process. Most show good evaluative techniques at the end of each lesson. The shared learning objectives outlined by the teachers at the beginning of each lesson serve pupils well as an effective focus for their evaluations. The pupils know their targets well and understand how they are progressing towards various attainment levels within the NC . They record this in their Skills Passports, which have been recently introduced in a few subjects. These serve as a sound basis for the school's planned application of similar practice across the whole curriculum.
107. Teachers mark pupils books fairly, accurately and regularly. They pay particular attention to marking work, which marking is shared with the pupils and teachers use this to suggest ways of improving. Further general marking, together with informal notes, based on observations undertaken by all members of staff during lessons add to the quality of evaluating and recording. Staff make effective use of this information to assess progress and plan lessons. The school is very careful to ensure that all teachers agree what these standards are. They make confident judgements between themselves and other schools, particularly in English, mathematics and science.
108. The school holds Learning Reviews for staff to identify targets and modify provision and groupings of pupils. This further improves planning, provision, and teaching strategies. The school ensures that each pupil's progress is well monitored and tracked on a regular basis and this information is shared with pupils.
109. The school makes suitable provision to track the progress of less able pupils through a detailed breakdown of the small steps achieved by them. This is an outstanding feature in adapting assessment procedures to meet the needs of individual pupils.
110. Reports to parents are clear and very informative. Each parent/carer has an opportunity to discuss their children's annual report and to give a response.

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

**Grade 1: Good with outstanding features**

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

112. The school provides a broad and balanced curriculum which meets the needs of all pupils. They experience a wide range of activities that meets the statutory requirements of the NC and the locally agreed syllabus for religious education.
113. Detailed curriculum planning and policies in all subjects ensures that pupils build on their knowledge and experiences systematically. Schemes of work show careful regard for Y Cwricwlwm Cymreig and promote awareness of Welsh authors, musicians and artists.
114. This has resulted in the outstanding progress made by younger pupils who answer questions confidently in both Welsh and English and use Welsh socially around the school.
115. The development of key skills is clearly identified within the schemes of work. The provision for developing bilingual skills throughout the school is good, but is less effective in KS2.
116. The outstanding nature of the school's provision for spiritual, moral, social and cultural development education is reflected in the respect and care for others shown by pupils. The school has achieved national accreditation linked specifically to developing pupils' understanding of emotions and feelings. It has gained the 'Leading Aspect Award – Leading the Emotional School' for this.
117. Collective worship is given an important role in school life and meets legal requirements. Pupils are given good opportunities to reflect on their experiences and to celebrate the achievement of others. School assemblies give guidance and very successfully promote a strong sense of community.
118. The curriculum is well supported by a wide range of extra curricular and out of school activities some of which are residential. The school invites theatre groups, musicians and artists to support pupils in their learning. The curriculum is further enriched by visits to such places as the Museum of Welsh Life at St. Fagans, Llancaiach Fawr, and The Wales Millennium Centre
119. The school is outstanding in its provision of out of hours activities. A wide variety of activities such as craft, animation club, storytelling and a variety of sporting clubs are held both at lunchtime and after school occasionally. A high percentage of pupils and parents benefit from these activities. Homework arrangements are good and provide worthwhile opportunities for pupils to extend their learning.
120. The school's partnerships with parents, the local community, other schools and higher education institutions are outstanding. These partnerships enrich the life and work of the school and enhance pupils' learning experiences.
121. The school works tirelessly with parents to encourage them to play an active part in the life and work of the school and to become involved in their

children's education. There are numerous opportunities for parents to become involved including the Parents Council, family learning projects, the Eco Committee and the 'Pyramid Project' designed to help parents with their children.

122. Parents respond positively to the warm and respectful welcome they receive from the headteacher and staff. They are very supportive and proud of the school. Parents value the ready access they have to the headteacher and staff through the school's 'open door' policy and express great satisfaction with the quality of education their children receive within a caring, supportive environment.
123. The quality of information provided for parents is outstanding. Parents are kept very well informed. Meetings are very well supported by parents. A constructive home/school agreement is in place, which has readily been accepted by parents. Homework is used effectively and regularly to support what is taught in school.
124. The school enjoys outstanding working partnerships with other schools in its local area, especially with the secondary school to which pupils transfer. Arrangements for the transfer of pupils at eleven years of age are very well established and ensure that Y6 pupils look forward to secondary school with confidence.
125. The school has a pro-active approach to developing its partnership with the secondary school to which pupils generally transfer and a number of innovative links are in place. These links contribute not only to the successful transition academically from KS2 to KS3 but also to pupils' emotional and personal well-being as they move on to the next stage of their education.
126. Highly successful partnerships with several institutes of higher and further education have been forged, and the school regularly provides training facilities for student teachers and students undertaking childcare and vocational qualifications. All students are well supported and mentored by staff and they make a positive contribution to the life and work of the school. The UA makes very good use of the expertise of the headteacher and staff. The school is regularly used as an exemplar of good practice in many areas of its life and work.
127. The school's partnership with the local community is outstanding. Staff take full advantage of all that the locality and the City of Cardiff have to offer to broaden and enrich the learning experiences of pupils. The school and its various activities are very well supported and valued by the local community.
128. The school makes very good provision for work related education and teachers pay due attention to the vocational aspect of the PSE programme. The school has developed good working relationships with many businesses and relevant agencies and a range of well-planned visits enhance pupils' understanding of the world of work. The school also welcomes many visitors

from different occupations and professions who speak to pupils about their job. Several teachers have undertaken relevant business courses and placements that have enhanced professional development and enriched curriculum for pupils.

129. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are outstanding. Pupils make progress regardless of their ability, gender, race or backgrounds. The headteacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for children and their families.
130. The standards in, and provision for education for sustainable development and global citizenship are good and the school makes good efforts to act in a sustainable way by minimising waste and by reducing energy consumption. As part of the eco schools award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and to the environment.
131. Pupils thoroughly understand the issues of pollution and global warming and the need to care for the environment. They are actively involved in a range of re-cycling schemes and know that they must try to conserve energy and water consumption in the school and at home. The school's 'eco code' is clearly understood by pupils and is prominently displayed throughout the school. Global citizenship is well promoted and pupils have a good awareness of the lives of children on other continents and the global forces that shape their lives.
132. Pupils' entrepreneurial skills are good and continue to develop well through their involvement in the Dynamo Project which is designed to develop pupils' commercial skills. Pupils design, make, market and sell goods for a profit. They have a clear understanding of the need to cost all activities and ensure profit margins are acceptable to the running of their business enterprises.
133. In addition, pupils have many opportunities to develop their problem-solving skills and contribute to the decision-making process through their work on the school council, the eco committee and the peer mentoring initiative.
134. The school is successfully laying the foundations for lifelong learning and community regeneration. A high priority is given to pupils' personal and emotional health and well being. This very successfully prepares them to acquire the skills and attitudes to make progress in their learning. The school is highly successful in raising pupils' aspirations and giving them the confidence to believe in themselves.

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

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

135. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
136. The school has rigorously assembled extensive plans and arrangements which support pupils well being very successfully. The quality of care, support and guidance and the attention paid to pupils' emotional, social and personal needs are outstanding. Relationships between staff and pupils are exemplary and this contributes greatly to pupils' self-worth, confidence and personal development.
137. The school works in full and productive partnership with a wide range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
138. The school enjoys close and effective working partnerships with parents and carers, which contribute significantly to quality of support and guidance offered to pupils. An outstanding feature is the way in which the school regularly consults parents and carers, listens carefully to them and takes into consideration their views and opinions.
139. The school council gives its members a good opportunity to work together and contribute to decision-making. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are very proud of the improvements they have secured. They have an agenda of further changes they would like to make to the school.
140. Excellent induction arrangements are in place, which help children settle in quickly and confidently in their new environment. In discussion, pupils state how secure and safe they feel in the school. Arrangements for pupils moving classes and when transferring to secondary school are very well established and effective.
141. The school provides outstanding personal support and guidance for pupils. Pupils readily turn to adults for help and support and they are listened to and treated with respect. Teachers are excellent role models for the children in their care.
142. The very good quality personal and social education programme, drawn up in line with national recommendations, permeates the life of the school and provides pupils with many rich learning experiences. Health education, sex education, drugs awareness and emotional literacy are given appropriate attention and staff are skilled at delivering these aspects with tact and sensitivity.

143. The school's monitoring of behaviour, punctuality, attendance and performance is thorough, robust and effective. The school's policies and procedures to promote good behaviour are outstanding and teaching and support staff are skilled at implementing a range of effective strategies to secure positive behaviour and attitudes. The very good procedures for dealing with behaviour have resulted in a significant decrease in fixed term exclusions. The inclusion manager makes an excellent contribution to this.
144. Attendance and punctuality are monitored very carefully by the inclusion manager and the administrative officer. Very good use is made of attendance data and follow-up procedures, including first day response, are well established and effective. The school works in close partnership with personnel from the education welfare service to support children and their families who are experiencing difficulties.
145. There are clear, well-documented procedures for assuring the health, safety and well being of pupils throughout the school, including risk assessments. Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies.
146. The school's promotion of healthy eating and a healthy lifestyle is an outstanding success and have great benefit to pupils. The enthusiasm and vision of the co-ordinator for physical education and school sport has done much to achieve this. Pupils readily engage in physical activities during breakfast club, break time, lunch time and in after school clubs.
147. The duty of care is fundamental to the school's ethos and consequently the school works in children's best interests to nurture their welfare and to protect them from harm. The assistant headteacher is the designated person with responsibility for child protection issues and she ensures all teaching, support and ancillary staff have received training in child protection issues. The school handles a wide range of complex issues with great skill, sensitivity and discretion. The child protection policy is appropriate and confirms to local guidelines.
148. The provision for pupils with SEN and ALN has many good and some outstanding features.
149. The school has a clear policy to address the needs of these pupils. They are very well supported in mixed ability classes, and are fully included in aspects of school activities.
150. The provision for pupils with ALN meets statutory requirements. It complies fully with the SEN Code of Practice for Wales. Pupils are assessed early. This information is used effectively to plan future support and provision, and is an outstanding feature of meeting pupils identified needs.
151. The school's teaching assistants make highly effective and positive contributions to support learning. They display good and positive attitudes

towards the pupils and ensure that they fully understand and contribute to the lessons.

152. The identified targets for pupils as indicated in their IEP are clear, well written and specific to each pupil's situation. They make good reference to the type of support, which is to be made available for the pupils and to the type of teaching, which is most effective for them. The IEP targets are regularly reviewed at a termly learning review, which all relevant members of staff and support agencies attend.
153. There is outstanding provision to improve basic skills of pupils who may need literacy support. The school provides them with appropriate individual or small group tuition, and makes effective use of its teaching assistants in this. A few pupils with specific learning difficulties receive regular support on a withdrawal basis to improve specific aspects of literacy. This effectively addresses their IEP targets.
154. Although the school does not have a policy for addressing pupils who are more able and talented, teachers identify these pupils through the termly Learning Reviews and provide suitable extended tasks for them in lessons. Pupils who are learning English as an Additional Language (EAL) receive good support. They make good progress in their communication skills. The school has outstanding and highly effective procedures to re-integrate pupils who have been excluded from other schools in the locality.
155. The management and monitoring of pupils' behaviour are highly effective. The school has adopted a policy of promoting each pupils emotional well being through a range of supportive strategies across all age groups. This involves careful adaptation and implementation of the school's curriculum, which helps foster a desire to learn and promote high standards of behaviour.
156. The school's provision for equal opportunities is outstanding. It is heavily committed to ensuring that all pupils are treated the same.
157. The school is very successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance. The headteacher and staff know pupils very well and are sensitive to their individual needs. Teachers are skilled at promoting gender equality, and stereotypical views are challenged rigorously. All pupils regardless of their backgrounds, race, gender or ability are treated equally and with dignity and respect.
158. The school has highly effective policies and procedures to promote good race relations, and diversity is recognised, respected and celebrated throughout the school. Equality for all is firmly embedded in the school's ethos and pupils value and respect the contribution of others regardless of their ability, gender or race.
159. The school has made all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school.

The governing body has produced good quality documentation, including an accessibility plan, to demonstrate how staff will make improvements in access to the curriculum, physical access and in the provision of information for the disabled.

160. The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are infrequent and the school functions well as an inclusive, happy and supportive community where all pupils are valued equally.

## **Leadership and management**

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

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

161. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
162. The headteacher provides an outstanding lead and has been very instrumental in ensuring that the new school is a considerable success, where eager activity and high expectations of staff and pupils are paramount. She has achieved much in ensuring that pupils are very well taught and have a very strong belief that they can and will succeed.
163. Staff work together very well and there is a very strong ethos of teamwork and commitment to each other and to the school. All staff are very conscious of their responsibilities and of ensuring that all pupils have equal access to what is taught and that they make good progress in all aspects of their life in school. The regular sharing of best practice and expertise between teachers who work alongside each other and by those taking each other's classes exemplify the excellent team spirit that exists. The headteacher and deputy now systematically monitor standards and quality with subject co-ordinators monitoring their subjects rigorously and consistently across the school.
164. Staff regularly engage in planning and improving their areas of responsibility. Detailed evaluations are carried out by subject co-ordinators and their assistants ensuring that teaching and learning is of a high quality in their subjects. Teachers are far from complacent. For example, subject co-ordinators are proactive in assessing standards and quality in their subjects across the school. They monitor teachers' planning, look at pupils' work regularly, and observe in classrooms. Every co-ordinator prepares an action plan for their subject, which is scrutinised by the senior management team before presenting to governors. In addition, the headteacher and deputy systematically monitor various aspects of the school's provision as part of the self-evaluation and performance management processes.
165. A particular strength in the school is the impact of very effective leadership and management structures which enable the senior management team to

work together cohesively and very effectively. The deputy headteacher and the assistant headteacher both manage their different responsibilities very well. For example, the deputy headteacher has led the very rigorous process of school self-evaluation and the assistant headteacher has responsibility for inclusion and a wide range of pupil welfare issues which she manages to a very high standard. A particular success has been the way in which the ethos of the school has been very effectively developed through the examples they set. There is a strong sense of calm and care for each other. Issues relating to standards, behaviour and relationships with parents have been very thoughtfully and purposefully addressed. There are very detailed and effective arrangements to assess pupils' performance and to use the information effectively to raise standards.

166. The school takes very careful note of national priorities and local initiatives. The school is very active in promoting an awareness of healthy lifestyles and healthy diets, for example through the development of organised sports and games at lunchtime as well as in after-school clubs. There are very strong links with the local community in which the school is a focal point.
167. Pupils are very successfully encouraged to be aware of ecological issues and of the need to protect, improve and respect the local and wider environment. The school is developing pupils' basic and key skills very thoroughly, through a wide range of consistently applied teaching strategies. However the development of pupils' bilingual skills is currently not consistently effective across the school. Standards in this area are weaker in KS2 than they are in KS1. The school council and eco-committee are both very active and take their responsibilities very seriously. In the process they are developing a good awareness of democracy. Preparation for the foundation phase has been very successful. Plans for the introduction of Curriculum 2008 are very well advanced.
168. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are very well managed and the time is used very effectively to help to raise standards further.
169. There are very strong links with other schools in the area including the secondary school to which most pupils transfer and also with other providers of education. There are well-supported breakfast and after-school clubs.
170. The governing body is very committed to the school and is well led. It is fully aware of the needs of the school and many governors are heavily involved in its life on a day-to-day basis.
171. Governors play a full part in evaluating the strengths and areas for development in the school and in matching them to the school's performance management strategies as well as to the SIP. They have very rigorous and well-established procedures to judge the success of initiatives they are pursuing and to set the longer-term strategic direction for the school. They constructively and actively hold the senior management team to account. Overall the governing body provides a strong sense of direction to the school

and meets all of its statutory duties in full. Financial management is very well organised and effective.

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

**Grade 1: Good with outstanding features**

172. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
173. The school has worked hard to develop a systematic and robust whole school approach to self-evaluation, which is well embedded in its management routines and processes. All staff, governors and parents are fully involved in the process. A survey of governors and pupils is carried out to gauge their views and opinions. The excellent relationships between all parties enable the school to take account of every view in its desire to establish a culture of critical self-review.
174. The school has adopted a comprehensive monitoring and self-evaluation policy and there is a programmed cycle of review, incorporating leadership team monitoring, performance management and subject co-ordinator evaluation. There are clear links between the processes of self-evaluation, performance management, staff development and expenditure. This is an outstanding feature of the management of the school.
175. The school regularly analyses performance data, trends over time and benchmarking information and uses the evidence diagnostically to inform its self-evaluation processes and targets. Staff and the governing body consider in detail the analysis of data by the UA. Details of what the school has achieved since its formation are readily available to all.
176. A wide range of evidence informs the SIP. This includes ambitious yet achievable targets for improvement. It outlines clear priorities for action success criteria, cost implications, responsibilities and dates for completion. Current targets are relevant to the school's needs and circumstances.
177. The self-evaluation report appropriately outlines the school's achievements and priorities in relation to each key question in the Estyn Framework. The report identifies relevant evidence to support each judgement. The format is clear and consistent and useful summaries at the end of each key question highlight the implications for future action and areas for development.
178. The inspection team agreed with the school's judgement in all of the seven key questions. The governing body, headteacher and staff have a very good understanding of the school's performance, the standards achieved by children and pupils throughout the school and the quality of its provision.

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

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

179. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
180. The school is very well staffed with well-qualified teachers and this allows the curriculum to be taught effectively. They possess a good range of specialisms to provide for the needs of all pupils.
181. The school has developed outstanding provision for pupils in specialist areas. For example, there are outstanding creative experiences for pupils in KS2.
182. Support staff are highly trained and provide skilled support in the classrooms. An outstanding feature of the school is the deployment of support staff. It is reviewed half termly and this ensures that support meets the wide range of pupils' needs.
183. The administration staff of the school make valuable contribution to the smooth running of school life. Staff are welcoming and efficient.
184. The range and quality of the learning resources is outstanding. All classrooms have sufficient good quality resources which enhance the quality of the pupil's work. Considerable investment has been made to develop ICT resource. The computer suite is very well used to support pupils in their learning across the curriculum.
185. The quality of school accommodation is good overall. Rooms and space are used efficiently to support pupils learning with specialist provision for ICT, music and special educational needs. Good use of outside space has provided two outside areas for the Foundation Phase with direct access from classrooms.
186. Colourful displays around the school celebrate pupils' achievement in all areas.
187. Staff are well trained and take part in relevant professional development. Staff share information with one another in formal and informal meetings. Training needs are identified through staff development procedures, which are linked to performance management and the SIP.
188. The school fully meets the statutory requirements with regard to workforce remodelling which have been very well used to create a very successful senior management team. Planning, preparation and assessment time is well co-ordinated. Teaching and non-teaching staff within teams are allocated time to work together. This has a positive impact on teaching and learning. There is an effective induction programme for newly qualified teachers and teachers new to the school.

189. The finance committee meet regularly to plan, monitor and manage financial expenditure very carefully. The school is very successful in raising considerable additional funds from grants and other external sources to support and extend school provision.
190. Bearing in mind the standards and progress pupils make often from very low and difficult starting points, the overall quality of the education provided and the way in which the school is led and managed; the school gives very good value for money.

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

### **Foundation Phase**

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

191. The overall quality of provision for children in the Foundation Phase Pilot is good. It meets children's needs and they are making good progress. The good quality interaction between children and adults ensures that children enjoy their learning and they persevere and work hard at their tasks. From below average ability on entry, they make very good progress particularly in their personal and social development and creative skills.

#### **Personal and social development, well being and cultural diversity**

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

##### **Good and outstanding features**

192. Throughout the Foundation Phase, children show great confidence in working and playing independently both indoors and outside. They co-operate very well and remain on task showing real enjoyment and becoming absorbed in their activities even when there is no direct adult supervision. Children communicate very well with adults and other children and listen exceptionally well to stories and instructions.
193. By the end of the Foundation Phase, children have a well-developed understanding of differences and similarities between themselves and others and know that 'everyone is special and everyone is different'. They take part in a variety of celebrations for example Chinese New Year and talk knowledgeably about food, clothing and customs from other cultures.
194. Younger children in the Foundation Phase dress as doctors and nurses and firemen and take part in role-play with great enjoyment and concentration. Their behaviour is very good and they support each other well. Children at this age dress and undress themselves with great independence and understand the need for hygiene.

195. Children know what good behaviour is and identify from their group, children who have been kind, or helpful to others. They show a growing confidence in their relationships with other children and with adults.
196. Nearly all children at the upper end of the Foundation Phase know the value of eating properly and exercising to be healthy.
197. Children in the Foundation Phase are aware of other people's feelings. They understand the need for simple rules and develop a good sense of right and wrong.

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

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

#### **Good and outstanding features**

198. All children listen well to stories and during the pastoral and stimulus sessions when practitioners are talking. Almost all children throughout the Foundation Phase sit quietly and attentively and make appropriate responses, which indicate their interest and understanding.
199. Children respond enthusiastically to stimuli and make excellent and appropriate suggestions and offer solutions to challenges for example in responding to the message about the cat stuck in a tree, and following clues when searching for the pirates and the lost crown.
200. Children at the beginning of the Foundation Phase enthusiastically interact with adults, and willingly talk about their activities. Most speak clearly and confidently, eager to try out new speaking skills such as repeating new words. They readily engage a visitor in discussion about their favourite things in the class, for example the hospital in the nursery and the pirate ship in reception.
201. Towards the end of the Foundation Phase children confidently speak formally as individuals in front of the class. They are eager to talk in lessons because they are provided with so many interesting and exciting experiences that they wish to share with others. They are keen to express their own views and ideas. Most are good listeners, listening attentively to children and adults.
202. The youngest children make a good start to reading. Most know all single sounds and correctly identify them in names and words. They handle books appropriately, and have a good attempt at reading labels around the room. They love stories and poetry, and are keen to join in familiar ones, having good recall of stories that they know. Many accurately predict what might happen next.
203. By the end of the Foundation Phase, children have developed good reading skills. They know that books contain information as well as stories and poetry. They read signs, notices and instructions. Their reading

development is supported well by practitioners and by parents at home, which has a considerable impact on motivation and standards.

204. Children towards the end of the Foundation Phase form clear, legible letters when they write independently and for a range of purposes, such as instructions, lists, menus and letters. This is because younger children engage in so many purposeful mark-making experiences, helping them to practise their early writing skills, and to control pencils and other small tools well. They show they understand that print carries meaning, for example, when they experiment with different writing in other languages and faiths such as when learning about the Five Pillars of Islam.
205. A few children were keen to write in a different language and wanted to show others that they were Welsh by writing something in Welsh. Older pupils know that when writing a letter they need to include an address and know that a letter has to be set out properly.

## **Mathematical development**

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

#### **Good and outstanding features**

206. Nursery and reception children demonstrate an excellent understanding of mathematical language. They can identify and name correctly different two-dimensional and some more common three-dimensional shapes, sort and position items according to shape, size, and colour and when creating patterns.
207. Most use and show good understanding of mathematical vocabulary when carrying out practical activities for example they can say that items are full or empty, tall or short, high or low, heavy or light in weight. They know when they need small, big, or bigger pieces when folding paper to fit into envelopes.
208. Throughout the Foundation Phase, children make good progress in using mathematics in their day-to-day activities and use correct mathematical vocabulary. They develop their number skills very well and many are confident in solving problems. All children count in Welsh as well as English. Outdoors children use beanbags and rubber quoits to throw at numbered targets and many are able to identify the correct numbers.
209. Most of the youngest children count, sequence numbers and match up objects correctly. In the nursery, children can line up numbered fire engines and identify which numbered engine comes next or which engine is missing. They can also drive a toy police car to the correct numbered house. More able children order items by size and count up to 10 objects accurately. Children are developing their understanding and use of money well as they visit the class post office and pharmacy.

210. Younger children in the Foundation Phase identify correctly different shapes in their snacks such as squares, circles, triangles and spirals. They can choose a picture or item and add it to the correct column to form a 'block graph'. Children use large boxes to build towers and use good vocabulary as they talk about the activities.
211. Older children respond well during the 'mental maths' sessions. They correctly identify numbers to 20 and the more able count beyond this. They match and sequence accurately when playing card games and many count to 100 and read larger numbers such as 384 quickly and accurately. They have a developing knowledge of two-dimensional shapes and some common three-dimensional shapes such as cubes, cylinders and cones.
212. Children at this stage develop an appropriate understanding of fractions and quickly identify half and then one quarter of a piece of food such as a pizza or cake. Outside they go on a treasure hunt, use maps and follow clues well. They use large cardboard boxes to build houses. They assemble them accurately stating clearly when they need different shapes or sizes.
213. The oldest children in the Foundation Phase discuss ways of measuring; use a grid for co-ordinates inside and outside. They are able to program a robot to move around a treasure map. When asked to measure distances on a pirate map, they use non-standard measures and rulers to measure. Their problem solving skills are good. For example, when faced with challenges they suggest and select appropriate equipment to help them.

## **Bilingualism**

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

#### **Good and outstanding features**

214. Throughout the Foundation Phase nearly all children are confident when responding to adults using simple words and phrases. They show good levels of understanding of instructions issued in Welsh and react appropriately. Their pronunciation is accurate. In all classes, children are confident when issuing simple instructions and giving praise to their peers as part of their daily routines.
215. A few children are keen to write in English and Welsh and will ask the adults for help in writing. They use incidental Welsh in their role-play and ask for example 'beth sy'n bod?' in the hospital and 'pwy wyt ti?' to visitors.
216. All children of all ages in the Foundation Phase enthusiastically join in with Welsh songs and rhymes. The youngest children have a growing Welsh vocabulary and name colours, numbers and key words connected with their class topic. They use simple greetings regularly and naturally. Older children use short sentences and phrases and the most able answer questions correctly, confidently using the correct sentence pattern. They

make very effective use of their Welsh oral language patterns when they work in the different activity areas.

217. As they move through the Foundation Phase, children's reading skills develop steadily for example when they read words on the bi-lingual signs and labels, which are displayed prominently throughout the school. The more able show an appropriate understanding of the text in bilingual signs.
218. By the end of the Foundation Phase, nearly all children begin to develop appropriate writing skills. They label items correctly and with adult support, they write short sentences and phrases when completing work sheets to reinforce their oral work.

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

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

#### **Good and outstanding features**

219. Children's excellent role-play experiences enable all of them to develop a good understanding of different types of workers and occupations, especially those of people who help us doctors, nurses, teachers, firemen and the police.
220. Older children have an excellent awareness of their locality they know that they live in Wales and that the Welsh flag shows a dragon. Many know that Cardiff is the capital of Wales and give reasons why they like living in Wales and what makes us different. Many know that the Union Jack is the flag of the United Kingdom. They are able to describe what makes them feel happy and express their feelings confidently.
221. As they move through the Foundation Phase, nearly all children progressively develop their skills of enquiry. They are confident exploring, experimenting and investigating both indoors and outside. They quickly develop the ability to make comparisons through handling resources in their practical activities. By the end of the Foundation Phase, children describe in great detail what they have found out.
222. All children have a good knowledge of their locality. Children enjoy listening to visitors to the school and going on visits to the local community and further afield, they begin to develop an awareness of their place in the locality and of the people and services that are there to help them.
223. Older children begin to develop an awareness of places that are more distant. They begin to recognise key geographical features for example on treasure maps.
224. From an early stage, nearly all children begin to develop a good sense of time. They are aware of the days of the week and the seasons of the year.

They use a timeline to show how we change over time and develop from babies to become toddlers, young children, teenagers, adults and elderly.

225. By the end of the Foundation Phase, children have a good understanding that things were different in the past. Children gain a good understanding of the importance of historical artefacts and the information they provide about life before their time, through visits to local museums and castles.
226. Throughout the Foundation Phase, children gain a very good understanding of the environment through their work in the outdoor area. For example, they develop a good understanding about the life cycle of creatures such as butterflies and frogs. For their age they have a very good knowledge of the essential elements for plant growth. From an early age, children describe weather conditions in detail and older children understand some of the effects on the environment. All children understand the need to act in a sustainable manner and that healthy eating encourages growth and development.
227. All children confidently experiment with different materials, appreciating that some can change shape by squashing, bending or twisting. They have a developing appreciation of the difference between natural and man-made materials through their work in the outdoors.

## **Physical development**

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

#### **Good and outstanding features**

228. All children move exceptionally well with good body control and imagination during dance and movement sessions. They respond with sensitivity when moving to music. They listen and respond well to instructions. They are able to put a sequence of movements together by linking balances, jumps, skipping, hopping and running.
229. From a very early age they learn and know about the need to warm up and warm down properly before and after exercise. They know that their breathing gets faster and their heart beats quicker as they exercise. They know that by resting they can slow down their breathing and heart rate. Most children know that eating properly helps to build muscles and makes them stronger.
230. By the end of the Foundation Phase, nearly all children handle apparatus such as balls, hoops and skipping ropes with excellent control and coordination for example, many children demonstrated very high quality skipping skills. They show an increasing awareness of space around them and control their movements successfully to avoid each other, such as when they are working outside or dancing in the hall. They are aware of fixed or solid objects when moving around and avoid these in order to be safe.

231. Children generally develop appropriate manipulative skills. They use a wide range of equipment confidently. For example, they use knives and forks properly when eating a meal. The majority of children have good hand control that is they have sufficient control to use pencils, paintbrushes and crayons successfully to include detail in their work. Children are very competent using the 'mouse' on a computer.
232. All children in the Foundation Phase classes enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of health, fitness and safety, of adventurous and physical play and control body movements well.
233. Children willingly help with moving apparatus and handle it properly when helping to take it out and put it away. They are confident in the outdoor environment when running, jumping and landing. They show good body control and balance when moving to music.

## **Creative development**

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

#### **Good and outstanding features**

234. Older children refine their skills using clay and play dough to create individual models. They develop their skills of rolling, twisting, pinching and joining. Finished models are of an outstanding quality.
235. The quality of children's coordination, timing and rhythm during dance and movement sessions is outstanding. Their singing of rhymes and songs during daily routines shows very good breathing control and pitch.
236. The quality of children's independent role-play across the Foundation Phase is outstanding. It is purposeful, regular, and an integral part of their learning. When younger children play out a rescue in the role of firemen they link all their activities in a purposeful way, showing exceptional imaginative involvement, as do older pupils when pretending to be pirates. They express their own ideas well and work confidently with others to develop collaborative ideas.
237. Children work enthusiastically and competently with a very wide range of interesting tools and creative materials, such as clay, paint, balls, marbles, string, straws and wheels. They model, print, blow paint bubbles, paint and draw effectively. Children show good skills of careful observation, colour mixing and paying attention to detail.
238. Younger children, when they use rolling pins and modelling tools to create clay food, experiment with shape and form, using descriptive language to express their ideas about texture, colour and feel.

239. Children make choices when they create interesting patterns on a large and small scale. The 'fire picture' and printing of tyre tracks allowed the children to use their imagination well. They show confidence in selecting the materials they want. They work independently, discussing a variety of shapes to find out which would be the most suitable for making a head or body shape. They evaluate the quality of their finished items and know when they are happy with the end product.
240. Children across the Foundation Phase are confident enthusiastic music makers. They experiment readily with percussion, keeping a steady beat and rhythm as they tap, clap, shake and strike. They respond to music thoughtfully and attentively. Older children create pirate music enthusiastically as part of their role-play and using mini squeezeboxes and drums and they respond to a stimulus well. They sing tunefully and enthusiastically in both English and Welsh.

<b>English</b>
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**Key stage 1: Grade 1: Good with outstanding features**

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

**Good and outstanding features**

241. Across both key stages pupils have very good speaking and listening skills. In KS1 pupils speak confidently in a variety of situations including assembly and in whole class settings. They are able to discuss and share their ideas with others in a clear and organised manner.
242. All KS2 pupils are able to speak well in classroom discussions using an extensive vocabulary with ease and confidence. They ask questions in discussions to develop and extend their learning and are able to justify their opinions with well thought points of view.
243. Listening skills are very well developed in both key stages. This is an outstanding feature. They listen carefully to teachers and each other and make good progress in learning new language.
244. In KS1 most pupils are showing increasing skills in reading. By the end of the key stage most pupils are reading reasonably fluently using a range of strategies to support their progress. They show increasing ability in reading fluently and accurately.
245. In KS2 most pupils have very good reading skills. Most pupils can discuss the themes and ideas of a book and show good understanding of character accurately describing the main features of characters using adjectives well. They can give an opinion about an author and express likes or dislikes about particular books. Most pupils can discuss the differences between fiction and non-fiction books and express a preference. All pupils are able to use dictionaries or thesaurus.

246. Most younger pupils in the school learn to write using correct letter formation and simple sentences. At the end of the key stage pupils write with increasing punctuation and presentation skills. They show developing skills in spelling and are able to write common words correctly. They begin to structure their writing and start to write for a variety of purposes and a range of audiences.
247. By the end of KS2 pupils show increasing writing skills and can write in a variety of forms with good use of punctuation.
248. Most KS2 pupils are confident in their writing and write varied, imaginative pieces of work. They use a wide range of vocabulary effectively to convey meaning and emotion. By the end of the key stage pupils write with clear purpose and organisational skills.

### **Welsh second language**

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

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

#### **Good features**

249. In KS1 many pupils have good pronunciation of words and phrases and show a good knowledge of vocabulary relating to themes, such as the weather and clothing.
250. Many younger pupils construct basic sentences to identify items of clothing. They use a word bank to good effect to identify relevant words they need.
251. Nearly all younger pupils listen well and are eager to use appropriate vocabulary. Most identify correctly short phrases describing a variety of weather conditions when reading, and match these correctly to their relevant symbols.
252. The more able write a letter to another person. Less able pupils correctly identify and write the names of various items, which may be seen in a toyshop.
253. Many in KS1 write a diary of food they have eaten over a week. Most keep to a basic established sentence structure and use appropriate vocabulary and expression.
254. Many pupils in KS2 use the past and present tense of verbs to describe a range of weather conditions accurately. They listen well to each other, ask and answer questions relating to weather conditions confidently, using relevant vocabulary. Most pupils describe the types of clothes they wear in various weather conditions using appropriate phrases and stating a reason using a connecting word such as 'because'.

255. Many older pupils read basic information guides and use them to gather relevant data to create a graph, for example to representing pupils' favourite TV programmes. They write their reasons for preferring a particular programme in a clear manner.
256. Many pupils use a word bank appropriately to find suitable words to include in their phrases or to label a picture. The more able pupils use a picture dictionary to discover suitable words to describe what they might see at the seaside.
257. Most pupils write a basic postcard to describe members of their family. Many describe the features of a person, using pronouns correctly and appropriately.
258. Less able pupils state the names of food they eat. They re-arrange given letters to form a known word such as one of the subjects studied at school.

### **Shortcomings**

259. There are no important shortcomings.

<b>Mathematics</b>
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**Key stage 1: Grade 2: Good features and no important shortcomings**

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

### **Good and outstanding features**

260. Within KS1 most pupils count confidently and effortlessly within 100. They recognise repeated patterns in number sequences. They know place value to 100 and recognise odd and even numbers accurately. They carry out simple calculation using different pairs of numbers and solve simple money problems calculating change quickly and efficiently.
261. They interpret data carefully and know how to construct column graphs using and axis and scale appropriately, for example when comparing the weight of pupils to the speed at which they can run.
262. Within KS1, many pupils tell the time to half an hour recognising half past quickly. They know the names of many three-dimensional shapes and classify them according to their features. They measure liquids using standards units.
263. Most younger pupils in KS2 correctly identify simple fractions and put them into order. They use, read and write metric measures. They recognise angles and know that  $45^\circ$  is half of a right angle. They measure a range of angles in degrees. They estimate and order accurately. They draw tally charts and column graphs about their pulse rates following exercise.

264. Most older pupils in KS2 use a wide range of strategies to double and halve numbers. They draw up frequency tables relating to the probability of a six occurring when rolling a dice.
265. They estimate accurately when solving problems involving large numbers. They recognise the link between percentages and fractions and express fractions in decimal notations. They solve problems using tables, charts and diagrams and use mathematical criteria to classify objects into groups when using Venn diagrams.
266. Many older pupils carefully use timetables to plan a journey and work out how long different journeys take and whether they can complete specific tasks within the confines of the timetables.
267. Nearly all older pupils in KS2 confidently identify different types of graphs and order data using a wide range of criteria quickly and accurately. They recognise the difference between mean, mode and median when interpreting graphical representations.
268. Many older pupils in KS2 multiply accurately using large numbers. They translate shapes around four quadrants. They understand and use negative integers. They accurately draw three-dimensional shapes and calculate the area and volume of regular shapes.

## Science

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

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

### Good features

269. Many pupils in KS1 know the parts of a plant e.g. root, leaf, pod. They know that different plants use different amounts of water and that they need water to survive. They understand that plants like sugar in water but do not like milk. They understand the need for a fair test and can explain why.
270. Nearly all older pupils in KS1 make careful observations about caterpillars and know that caterpillars turn into butterflies. They recognise words that relate to a caterpillar from a range of words associated with animals. All pupils make sound comments on why animals have certain features, for example, birds need wings to fly and crocodiles need sharp teeth to eat meat.
271. Most younger KS2 pupils classify animals into ocean living and non-ocean living groups. They understand that animals live in different habitats and they adapt to their surroundings in order to survive. They recognise the ocean as a habitat and that whales live in the ocean. All pupils can identify the features of animals that live in the Arctic and the desert and why these features have evolved.

272. In KS2 all pupils recognise that some everyday materials will dissolve to make a solution and others will not.
273. Most older KS2 pupils have a secure knowledge of the parts of a flowering plant and the majority can identify male or female parts. Pupils can identify features in a plant which promotes pollination by bees and can use appropriate terminology such as pollination and germination. They can give examples of dispersal methods of seeds.
274. Most older pupils can record their findings carefully using a variety of methods including ICT to make charts and tables.
275. At the end of the key stage nearly all pupils have a sound knowledge of the major food groups and their contribution to health and well being. They recognise that if a diet is unbalanced and food groups are missing, then their health will suffer.

### **Shortcomings**

276. There are no important shortcomings.

<b>Information technology</b>
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**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Good and outstanding features**

277. Nearly all pupils in both key stages achieve excellent standards using a range of software. Pupils in KS1 are able to import and manipulate text and graphics to produce electronic presentations of a very high quality.
278. In KS2, many pupils skilfully prepare multimedia presentations. They create hyperlinks, to navigate quickly through their presentations. They are able to select and import text, graphics, animation, sound and video clips into their work.
279. Most pupils show a high level of confidence in using and applying a good range of IT skills. Many pupils use appropriate vocabulary. In both key stages, most pupils are able to log on, find their files and save their work independently. All pupils have an IT account, save to, and retrieve their work from there.
280. All pupils throughout the school use information technology skilfully. They are confident in using computers in their classrooms as well as those in the computer suite. The pupils show good recall of the skills they have previously learnt and confidently use the tools of familiar programs effectively to review and edit their work.

281. In KS1, pupils develop keyboard and mouse control skills very well using programs such as paint and word processing to type nursery rhymes. They use features such as 'brush', 'fill' and 'spray' tools confidently and know how to edit their word-processed pages using appropriate menus and commands and how to print their work.
282. In KS1, all pupils confidently use and program robots to follow simple commands and directions. They are able to record, and play back sound, take photographs and videos.
283. Nearly all pupils in KS1 show good skills development. Pupils' are able to access a range of programs confidently. They take part in simulations and use simple databases. Most are able to transfer successfully their knowledge and skills between similar programs. Many older pupils in KS1, confidently save, retrieve and print their work.
284. In KS2, pupils use word-processing well to present a range of written work. Pupils use databases to analyse and present information and successfully manipulate images and combine text and graphics to good effect.
285. Nearly all younger pupils in KS2 are able to use the Internet to access information and answer questions on topics often linked to their area of study or project. The pupils confidently use search engines and hyperlinks to locate information and create favourites. Pupils are able to open and reply to E-mails. Older pupils are able to add and access attachments to E-mails.
286. Most older pupils in KS2, enhance their skills through using a multi-media program, and have adventures and simulations in Crystal Rainforest. The pupils use a range of editing tools when designing their slide sequences and successfully import pictures and audio patches to enhance their texts and configure their slide shows effectively.

## **Design technology**

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### **Good and outstanding features**

287. In KS1 and KS2, all pupils take a pride in their work and can demonstrate a progression in their development of skills. Pupils in both key stages design make and evaluate their work well.
288. Most younger pupils make toys which include a simple lever and pivot. Older pupils use cranks and cams to make detailed fairground rides and animals with moving parts.
289. All pupils develop skills of drawing, measuring, cutting, weighing and cooking as they progress through the school. In KS1, pupils design and make fruit salads, snacks and simple moving pictures well.

290. Older pupils in KS1 design and paint pictures on T Shirts and carefully design and create their ideal play park. Their practical skills are good and they generally think about ways in which they can improve their products.
291. In KS2, all pupils draw effectively on their experience of making moving models. They combine their drawing and designing skills well to produce a series of images in a logical sequence. They compare their finished products with their original ideas.
292. All pupils gather information independently when designing money containers. They use visual sources to investigate fastenings. Pupils generate a number of ideas and adapt them as they work, for example, they make small-scale models of slippers before finalising their ideas and making the full size version. Their plans and illustrations show how well their ideas are developed.
293. In both key stages, nearly all pupils illustrate their work well with diagrams, drawings and pictures. Older pupils are very aware of making things for a purpose, for example when making slippers. Pupils evaluate their work well and are happy to discuss ways of improving the items.

## 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

294. Most pupils at both key stages use a range of appropriate vocabulary to describe elements of past events and show a growing awareness of chronology.
295. In KS1 many pupils give clear reasons for classifying items such as toys or kitchen utensils. They distinguish accurately between artefacts used in the past and compare their use to similar items as in contemporary life. They find good reasons to state the main difference between items such as a toaster and a kettle and the difference electricity has made on their efficiency.
296. Many pupils sort houses into correct time lines and identify between different types of floor materials from various times in the past.
297. Most pupils differentiate between teddy bears as used in Victorian times with the modern versions. They compare the characteristics of teddy bears from Victorian times stating the different types of materials used to make them with their own.
298. Many pupils use photographic evidence to organise their observations, and record changes in the High Street and in shopping methods over the years.

299. Many pupils in KS2 recall facts from their visit to Cardiff Castle involving major events in its history. A few pupils recalled the importance of the Bute family in Cardiff and across South Wales. Many pupils in KS2 use photographic and documented evidence to investigate health issues and aspects of crime and punishment in Cardiff in the past. They explain clearly that some sources of evidence are more reliable than others, and that some evidence may be biased by personal opinion.
300. In KS2 many pupils' historical knowledge and understanding is increased by their effective use of research based on documentation. They use a range of sources effectively to draw conclusions and make judgements. An example of this is their use of inventories to discover and compare the life of the poor with the rich in the Tudor period.
301. Pupils in KS2 identify various qualities, which may have been needed by William Morgan when translating the Bible into Welsh. They show good awareness of working conditions in the Tudor period, and of difficulties he may have encountered, compared to those working as translators today.
302. Many pupils provide sound reasons to explain their interpretation of the effect of the Roman invasion of Britain. Many pupils suggest a range of sources, to enquire further their knowledge about the life of Celtic leaders, such as Caradog and his resistance to the Roman occupation. Less able pupils draw pictures of aspects of Caradog's life.
303. Many older pupils make realistic descriptions of life in Wales during the Second World War and record the feelings of an evacuee sent to live in the countryside. They study the effects of causes and consequences such as the effect of bombing cargo ships. They accurately predict the subsequent effect on life in the country where the cargo was due to arrive.

### **Shortcomings**

304. There are no important shortcomings.

<b>Geography</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**

305. All younger pupils in KS1 know the order of the seasons of the year and the main characteristics of them. They know that temperatures increase between spring and summer and relate this knowledge to the farm they had visited. They recognise the routines of the farming year are closely linked to the passage of the seasons.
306. Within KS1 nearly all pupils draw accurate outline plans of the routes they use when they travel to school. They identify shops in the area and the main

features such as the park that they see every day. They have a good understanding of the importance of respecting and caring for their local environment. Nearly all older pupils in KS1 make sensible observations when comparing their life in school with that of pupils in a school in Ghana. They compare photographs of life in Africa with their own experiences in Wales. They are aware of those who help to make their world safe and secure. They recognise that their school is a human feature as well as a physical presence in the area.

307. In KS2 many pupils in Y3 and Y4 make detailed comparisons between Cefn Hengoed and Ely. They create a comprehensive fact file about their school and compare it to Derwendeg School near Caerphilly. They study and map the land use around their own school and analyse the types of work which are available in the area.
308. Nearly all pupils accurately place the main cities and towns of Wales on a map. Year 4 pupils know that the climate in Chembokolli in India is much different to that in Wales. They compare their own daily routines with those of children in an Indian village.
309. Older pupils in KS2 have a very good appreciation of the need to look after the environment and of how changes in the physical environment can impact either negatively or positively on their own lives. For example, they carry out a detailed survey of the impact of the opening of a large supermarket on the lives of people in their immediate area.
310. Within Y5 and Y6 pupils compare life in Cardiff with that in Wick in the Vale of Glamorgan. They measure distances and directions from maps and contrast the physical as well as the human features of the different areas. They follow the course of the Taff and identify the main tributaries and its exit to the sea through Cardiff Bay.

### Shortcomings

311. There are no important shortcomings.

<b>Art</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

312. In both KS1 and KS2 many pupils make good use of a wide range of materials and experiment well with visual effects. They make good use of colour and media to create striking collages, for example based upon the Bayeaux Tapestry. They work carefully and thoughtfully blending paint and textiles together to form an intelligible story.
313. Many younger pupils in KS1 draw carefully, closely observing features when making portraits from life and from photographs. They use acrylic paints

effectively to paint landscapes on canvas. Many pupils in Y2 correctly use the language of art to describe their work. They competently mix paint to create colour and texture. They use different techniques such as smudging and blending to create a desired effect.

314. Within KS2 many pupils are skilled in making work in three dimensions. They construct striking sculptures in the style of a Japanese artist using papier mâche and chicken wire. They create their own textile pictures, dyeing materials and weaving them to create finished work of a high standard. They use batik and fabric printing techniques confidently and stencil and sew very imaginatively.
315. All older pupils in KS2 study shape and pattern in nature. They look closely at how these are used as camouflages by some animals. They see how the patterns are repeated or slightly modified when they copy the way leopards and snakes are marked. They use charcoal cleverly to make different effects successfully smudging, shading and blending to emphasise or blur different parts of their compositions.
316. In KS1 and KS2 nearly all pupils are familiar with the work of famous artists from different times and cultures including modern Welsh artists and apply some of their techniques. They recognise through a wide range of activities with local artists and the Welsh National Museum that art has many forms and aesthetic appeals.

### **Shortcomings**

317. There are no important shortcomings.

<b>Music</b>
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**Key stage 1: Grade 1: Good with outstanding features**

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

### **Good and outstanding features**

318. Many younger pupils in KS1 understand the meaning of beat and rhythm and can identify changes in both. They perform individually and in a group session. They play confidently keeping time accurately. Children understand that silence is an important part of a performance.
319. All older pupils in KS1 follow guidance by the teacher on when to use hard or soft beats. They follow a beat through clapping to accompany a rhythm. Individual children conduct a group using hand gestures or movements of the body.
320. In KS2 many pupils show a good understanding of musical vocabulary such as pitch, dynamics and texture. Pupils were able to tap or clap a four beat regular pattern and create their own four beats. Pupils could select instruments to reflect animal sounds and were able to evaluate their work to improve their performance.

321. All older pupils in KS2 keep beats in their heads and on other parts of their body. They confidently beat a variety of rhythms and beats and keep time together in a large group setting. They show good understanding of a variety of styles of music including jazz and swing and sing confidently to a jazz beat. They play a variety of instruments thoughtfully in an orchestra including playing instruments and songs from other lands.
322. By the end of the KS2 all pupils have a good understanding of a variety of rhythms and could create their own movements to a range of music. They sing together confidently in whole class and smaller group settings. Many pupils play a range of instruments including cello, flute, guitar and recorder performing in a large orchestra. They evaluate their performance and suggest areas for improvement correctly.
323. Across the school all pupils appreciate the music of some Welsh composers such as Mervyn Birch and John Hardy. They compose their own music in the style of these composers and occasionally visit Ty Cerdd – Music Centre Wales where they record their work.

## Physical education

**Key Stage 1: Grade 1: Good with outstanding features**

**Key Stage 2: Grade 1: Good with outstanding features**

### Good and outstanding features

324. Nearly all pupils at both key stages understand the importance of warming up before undertaking activities, and of the benefits of keeping fit and healthy. Many pupils take part in helping to provide and lead a series of fitness related exercise. This is an outstanding feature.
325. Most pupils know why it is important to cool down after taking part in physical activities. All pupils wear suitable clothing for lessons, and are aware of safety rules relating to exercises and apparatus.
326. Most pupils in KS1 show a variety of movements and gestures in response to a range of music. They depict feelings of awe, wonder, fear and curiosity and show good creativity in expressing these feelings in their actions.
327. Most show a wide range of stretching and crouching movements, and display good change of pace and direction when moving to music.
328. Many pupils in KS1 plan how to move from a static balance into a series of short linked sequences showing good body control and postures. They indicate their ability to perform a variety of movements through rolling, sliding, hopping and crawling.
329. Many pupils at both key stages work well in pairs and agree together on specific balanced movements which they co-ordinate and perform confidently. They evaluate their work well and suggest ways of improving

their performances. The ability of most pupils at both key stages to evaluate each other's performance, using topic related vocabulary is an outstanding feature. Most pupils subsequently improve their performances within many activities.

- 330. Most pupils in KS2 show good technique when running over low hurdles and take part in relay races showing good timing and communication when passing the baton from one runner to another.
- 331. Many pupils indicate good control of a golf club when striking the ball accurately towards a target, showing good body balance. They handle a cricket bat with confidence and show good technique when striking a ball over distances. Their ability to perform skills to a high level is an outstanding feature of achievement.
- 332. Many pupils in KS2 co-operate well together in team games such as netball or rugby. They show good ball handling techniques and accuracy in passing to a teammate over varying distances. Many make highly effective use of spaces when taking up good positions to receive the ball.

## Religious education

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

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

### Good features

- 333. Many pupils in KS1 recall the main parts relating to religious stories such as Mary Jones walking to Bala to receive a Bible. Almost all of the pupils understand the importance of the Bible in people's lives and have a good knowledge of other special books such as the Qu'ran or the Torah.
- 334. Many recall the names of various artefacts and festivals, which form part of the Jewish faith, such as the kippah and state clearly their purposes.
- 335. Most pupils think of times and events which are of importance to them and provide personal thoughts which reflect spiritual aspects which are special to them. They understand the importance of a christening and of religious occasions such as Christmas or Easter.
- 336. Most pupils in KS2 re-write a traditional story from the bible in a modern context, such as the story of Zaccheus the tax collector and of Moses as a baby.
- 337. Many pupils make successful comparisons between the religious rules of Christians and Muslims. They know how important these are to believers.
- 338. Many pupils write a prayer and link their work to the pilgrimages people make, such as Jewish people who visit the Wailing Wall in Jerusalem to pray.

339. Most older pupils in KS2 reflect upon the action of others. They explain clearly, and with empathy, how the actions of a group of people may influence the feelings of others. They illustrate this well through responding to the story of Anne Frank and in expressing their views about life in the Netherlands under the Nazi occupation.

### **Shortcomings**

340. There are no important shortcomings.

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

The Headteacher, staff and governors of Herbert Thompson Primary School welcome the Estyn report following the full inspection undertaken in June 2008, which affirms the school's own self-evaluation outcomes and acknowledges the many strengths and outstanding features of the school.

The awarding of the highest grade in all seven key questions confirms the outstanding professional and committed manner with which all stakeholders undertake their duties.

Recognition of the high quality of learning and teaching evident in the school and our strong commitment to meeting the needs of all pupils is welcomed.

Such positive endorsements will enable the school to build on these achievements for continuing improvement.

In order to address the recommendations made by the inspection team we intend to:

- raise standards across the curriculum in the key skills of using and applying mathematics and in bilingual and presentation skills; and
- continue to take steps to raise levels of attendance;

both of which had already been identified as priorities in the School Improvement Plan.

The Governor's Annual Report to Parents 2009 will report on the progress made.

The school would like to thank the inspection team for their integrity, professionalism and courteous manner in which the inspection was conducted. We recognise the work undertaken by the inspection team before, during and after the inspection.

## Appendix 1

### Basic information about the school

Name of school	Herbert Thompson Primary
School type	Nursery and Primary
Age-range of pupils	3 - 11
Address of school	Plymouthwood Road Ely Cardiff
Postcode	CF5 4XD
Telephone number	029 2056 1115
Headteacher	Mrs Debbie Lewis
Date of appointment	1 <sup>st</sup> September 2004
Chair of governors	Mrs S Ashton
Registered inspector	Mr P Mathias
Dates of inspection	16 <sup>th</sup> –19 <sup>th</sup> June 2008

## 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	39	53	48	45	26	38	55	47	351

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	5	22.7

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.5:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	70.5	92.2	90.7
Autumn 2007	72.2	88.6	91.2
Spring 2008	77.7	84.1	90.3

Percentage of pupils entitled to free school meals	56
Number of pupils excluded during 12 months prior to inspection	6

## Appendix 3

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

National Curriculum Assessment KS1 Results 2007			Number of pupils in Y2:		27	
Percentage of pupils at each level						
			W	1	2	3
English:	Teacher assessment	School	7	22	52	19
		National	3	14	63	20
En: reading	Teacher assessment	School	7	19	44	30
		National	4	15	55	26
En: writing	Teacher assessment	School	7	26	56	11
		National	5	16	68	11
En: speaking and Listening	Teacher assessment	School	0	30	44	26
		National	0	11	72	17
Mathematics	Teacher assessment	School	0	15	60	26
		National;	0	11	67	22
Science	Teacher assessment	School	0	7	60	33
		National	1	9	66	24

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	70.4	In Wales	80.1

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 2007			Number of pupils in Y6		55			
Percentage of pupils at each level								
			W	1	2	3	4	5
English	Teacher assessment	School	0	2	11	38	42	7
		National	0	1	4	16	50	29
Mathematics	Teacher assessment	School	0	2	5	29	44	20
		National	0	1	3	15	50	30
Science	Teacher assessment	School	0	2	0	15	65	18
		National	0	0	2	12	53	32

Percentage of pupils attaining at least level 4 in mathematics, science, and English			
by teacher assessment		by test	
In the school	45.5	In the school	N/A
In Wales	74.1	In Wales	N/A

W Pupils who are working towards level 1

## Appendix 4

### Evidence base of the inspection

- A team of five inspectors, who were present in the school for seventeen inspector days, carried out the inspection with a peer assessor and a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- One hundred and sixteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Ninety-one lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Appendices Mathematics Geography Art
Mrs Janet Warr (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mr Glyn Griffiths (Team Inspector)	Contributions to Key Questions 2 & 4 Special educational needs Welsh as a second language History Physical education Religious education
Mrs Iorylle Aubrey (Team Inspector)	Contributions to Key Question 3 Key Question 7 Contribution to special educational needs English Science Music
Mr Terry Williams (Team Inspector)	Key Question 6 Foundation Phase Design technology Information technology
Mrs Sarah Coombes (Deputy Headteacher/Nominee)	Contributions to all Key Questions
Mrs Sarah Davies (Peer Assessor)	Contributions to all Key Questions

### Acknowledgement

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

### Contractor:

Partneriaeth Dyfri Partnership  
Awel Tywi  
Llandovery  
Carmarthenshire  
SA20 0EX