

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

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

**Kitchener Primary School  
Kitchener Road  
Canton  
Cardiff  
CF11 6HT**

**School Number: 6812031**

**Date of Inspection: 27 April 2009**

**by**

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

The inspection of Kitchener Primary School took place between 27/04/09 and 30/04/09. An independent team of inspectors, led by Dr Jim Hewitt undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

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

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **standard** inspection.

## Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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## Context

### The nature of the provider

- 1 Kitchener Primary is a large, inner-city, multi-cultural school which caters for pupils between three and eleven years of age. It serves the areas of Riverside, Leckwith and Canton. Three of the 35 most deprived areas in Cardiff are in Riverside. Many families in the school's catchment area are affected by poor housing and health-related issues. The school regularly embraces families who are new to the United Kingdom and have little or no understanding of the education system. Some pupils come from extremely challenging backgrounds. There is a general lack of play facilities or amenities for children and young people in the area.
- 2 Pupils are housed in two large traditional buildings which were built in 1912. A purpose-built nursery was extended and refurbished in 1992. One building caters for children in the Foundation Phase aged between three to six years and the other building for the oldest children in the Foundation Phase and for pupils in key stage 2. The school has been involved in the Welsh Assembly Government Foundation Phase Pilot since September 2004.
- 3 The number of pupils has steadily increased over the preceding four years. Currently, there are 459 pupils on roll of which 369 are organised into fourteen, mixed-ability classes. There is also a Nursery class with two groups of 45 children attending either the morning or afternoon session; this caters for the very youngest Foundation Phase children. Intake into the Foundation Phase for children who have reached their third birthday is dependent upon availability of places. The school gives preference to pupils in its catchment area. Baseline assessment shows that the majority of children are well below the local authority average on intake. Pre-school experiences for many children may be affected by their culture of origin where, in some cases, there may be no tradition of books, toys, games or little interaction with adults.
- 4 There is significant movement in and out of the school, other than children joining the nursery or pupils leaving at the end of key stage 2. For example, some pupils stay only three years whilst their parents study for post-graduate degrees. In 2007/8, 21 per cent of the school population were admitted during the school year and 17 per cent left school before the end of the academic year.
- 5 Every class in the school has a complex mix of pupils who have either English as an additional language or who have additional learning needs. Approximately 92 per cent of the pupils are from ethnic minority groups and, of these, only 10 per cent of the pupils have English as their first language. There are 22 languages spoken in the school not including Welsh. Many of the pupils arrive at the school with little or no school experience and no English.

- 6 At the time of the inspection, the school identified 74 pupils (18 per cent) with special educational needs [SEN] which matches the national average. However, this figure changes on a termly basis. Currently, nine pupils have a statement outlining their needs. The National Curriculum is modified for these pupils. No pupils are dis-applied from the National Curriculum. A further 46 pupils (11 per cent) receive pre-school action intervention because their attainment levels are below that of their age-equivalent peers.
- 7 A large percentage of pupils (29 per cent) receive free school meals. This is well above local authority and national averages. Additionally, there are many families who do not take up their entitlement. Two pupils are 'looked after' by the local authority. Five pupils have been excluded in the past 12 months. No pupils are withdrawn from acts of collective worship.
- 8 There are currently 26 teachers, including the head teacher and deputy head teacher and 33 teaching assistants. This includes five Ethnic Minority Achievement Service teachers and seven Ethnic Minority Achievement Service bilingual teaching assistants who support pupils for whom English is an additional language and four teaching assistants who support pupils with statements in mainstream classes. There is also a financial administrator who supports the head teacher and the governing body in the management of human resources. There are two part-time clerical staff.
- 9 The head teacher was appointed in September 2001.
- 10 Kitchener Primary School has achieved many national awards: Quality in Study Support "Advanced Status" 2006; Basic Skills Quality Mark 2002, 2006, 2008; Eco-School Silver Flag Award, 2008; Healthy Schools Award Phase 6, 2007; All-Wales Diversity Award 2004; Welsh Heritage Schools Initiative, 2006, 2008; Leading Aspect Award (Attendance) 2008; Cardiff Artsmark Bronze Award, 2009. The school is also an accredited Forest School, 2005 and is a member of the University of First Age of which three members of staff are fellows.
- 11 The school was last inspected in May 2003.

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

- 12 The school's mission statement is: "We all live together in Riverside."
- 13 The school's vision is to value, support and motivate everyone to believe in themselves, work hard and to achieve their very best.
- 14 The main priorities identified in the school improvement plan, 2008/9 include:
- develop pupils' skills in thinking, communication, information and communication technology and number;
  - challenging the more able and talented pupils; and
  - ensuring all teachers are fully confident in assessing, standardising and moderating pupils' learning.

## Summary

- 15 Kitchener Primary is an outstanding school. It provides high quality teaching, a vibrant and stimulating curriculum, strong parental and community links, a firm ethos of care, support and guidance and highly effective leadership and management. As a result, pupils from a diverse range of backgrounds make outstanding progress both in their academic learning and in their personal and social development.

### 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

- 16 Standards of attainment are good at Kitchener Primary. Regardless of social, ethnic or linguistic background, children in the Foundation Phase and pupils in key stage 2 make outstanding progress to achieve, and frequently exceed, their set targets.

- 17 Standards in the areas of learning in Foundation Phase pilot classes are as follows:

Area of learning	Grade
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	1
Physical development	2
Creative development	2

- 18 Standards in subjects inspected at key stage 2 are as follows:

Subjects	Grade
English	2
Information technology	2
History	2
Physical Education	2

19 Standards achieved by pupils in the lessons observed are as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
12%	77%	11%	0%	0%

- 20 These percentages are higher than those published in the latest Annual Report by HMCI for 2007/8 where the standards are reported as being good or better in 84 per cent of lessons and match published figures for lessons in which standards are judged as outstanding.
- 21 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 22 Standards and progress in the key skills of communication, numeracy, and information and communication technology across the curriculum are good. Children's problem-solving and bilingual skills are good in the Foundation Phase. Creative skills are good in the Foundation Phase and outstanding in key stage 2. At key stage 2, pupils' standards and progress in problem-solving and the development of their thinking skills is good, but their application by more-able and talented pupils is less consistent. Similarly, pupils' progress in the development of their bilingual skills (English and Welsh) is inconsistent across the key stage.
- 23 Children in the Foundation Phase Pilot have been dis-applied from the National Curriculum and from its assessment. There is no comparative data available but school records indicate that the majority of children are performing in line with the school's high expectations. Outstanding progress has been made in personal and social development. Boys perform less well than girls in language, literacy and communication. Although only half the children reached the targets set in mathematical development, these results are an improvement on the previous year's indicating that the increased focus on this area is proving effective.
- 24 End of key stage 2 assessment results for 2008 are an improvement on the previous year's but still below local and national averages in the core subjects. When compared to schools in the same free school meal band, the school is in the lowest 25 per cent in English and science and the upper 50 per cent in mathematics. This comparative data, however, takes no account of important factors such as 90 per cent of the pupils having English as an additional language, the percentage of families not claiming their eligibility for a free school meal and the high percentage of pupils starting and leaving at non-specified times. Further disruption to continuity in learning is caused by pupils visiting families abroad for heritage/cultural reasons during term time. When compared to the small proportion of similar schools with similar characteristics, Kitchener performs very well.
- 25 Nearly all pupils, including those with SEN and the vast majority who are at varying stages of learning English, make outstanding progress relative to their abilities as they move through the school. They rapidly acquire new

knowledge and skills to achieve their set targets. Most pupils have the skills to improve their own learning. They understand what is required of them, what their targets are and what they have to do to improve. A few pupils take a little longer to adjust to the more formal setting when they join key stage 2, however, the school is successfully addressing this.

- 26 Pupils make outstanding progress in their personal, social, moral and wider development. Their attitudes to learning, their ability to work with each other and their general behaviour are all outstanding. Pupils see themselves as valued members of the school and the local community providing support and help to others where needed. Their understanding of equal opportunity issues and respect for the faiths, attitudes and traditions of others is exceptional.
- 27 Attendance rates are below national averages and those for schools with a similar percentage of free school meals. However, if absences due to religious observance and heritage visits are excluded, the rate rises to 93.8 per cent which is above both sets of averages.

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

- 28 In the lessons observed, the quality of teaching was judged as follows:

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
23%	66%	11%	0%	0%

- 29 These percentages are higher than those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83 per cent of lessons and well exceed published figures for lessons in which teaching is judged as outstanding.
- 30 Teachers' subject knowledge, understanding of recent curriculum developments, and effective use of strategies to motivate and engage pupils are all outstanding. The excellent working relationships which they and the teaching assistants have formed with pupils underpins the school's success in tackling social disadvantage, in challenging stereotyping and in promoting equal opportunities. The school's arrangements for assessment fully meet all statutory requirements and provide a secure base from which to provide focussed and challenging targets for all pupils.
- 31 The quality and range of learning experiences provided is outstanding. As a Foundation Phase Pilot school and in its incorporation of recent developments such as the new curriculum Orders, 2008, the school's provision is broad, balanced, relevant and progressive. Overall, the school develops the use of key skills across the curriculum and promotes bilingualism in Welsh and English well.
- 32 Provision for pupils' spiritual, moral, social and cultural development is outstanding and enriched by strong links with the community. The school

provides outstanding learning experiences beyond the national curriculum through out-of-school activities, and effective links with businesses and with other educational organisations. These effectively enable pupils to understand and appreciate the importance of lifelong learning.

- 33 The school provides outstanding care, support and guidance to ensure pupils' personal and social development, health and well-being. Pupils feel secure and valued. Class and specialist teachers know the pupils and their families very well. Very good support is provided by a wide range of outside agencies, the contribution of the Ethnic Minority Achievement Service is outstanding. The quality of provision for pupils with additional learning needs is outstanding and, under the overall guidance of the special educational needs co-ordinator [SENCo], the school has established very good policies and excellent procedures to meet the complex range of needs of its pupils.
- 34 The school's strategies for promoting a healthy lifestyle and for monitoring and addressing issues of attendance and punctuality are outstanding. Induction, monitoring and transition arrangements for pupils of all nationalities are exemplary. Policies and procedures to ensure equal opportunity, racial equality and full inclusion for pupils with disabilities are outstanding. The school's promotion and celebration of cultural diversity within the school and the wider community is also outstanding.

### **Leadership and management**

- 35 The leadership and management of the school is outstanding. The school's broad aims underpin all aspects of its life and work and successfully promote a real community of learning. The head teacher's personal commitment, outstanding personal qualities and ability to create a committed and dedicated team with a shared sense of direction and purpose are central to the school's success. She is ably supported in all aspects of school life by the deputy head teacher. The senior leadership team, phase and key stage leaders, the middle leadership team and the subject leaders are all fully briefed and play a full, collaborative role in the effective day-to-day running of the school and in planning for improvement at all levels. The school embraces and implements all local and national priorities with vigour.
- 36 The governing body combines passionate support of the school with rigorous evaluation of the quality of education. Governors are extremely well-informed and play a full part in identifying and implementing the school's strategic vision. The governing body is outstanding in the discharge of its duties.
- 37 The school has developed a strong culture of self-evaluation. The cycle of monitoring, evaluating and review is well embedded in all aspects of the school's work and understood by everyone associated with the school. The quality of documentation and the systems employed are outstanding for their clarity and have brought about clear improvements in provision and raised standards.

- 38 The inspection team agrees with the grades given by the school in six of the seven key questions but identifies outstanding features in key question 1 and so awards the higher grade 1, in this instance.
- 39 Overall, provision for staffing, resources and accommodation is outstanding. There are sufficient, suitably-qualified, and well-trained teachers and teaching assistants who are deployed very effectively to meet the diverse needs of the pupils. The imaginative use of space for outdoor learning in the Foundation Phase is outstanding. The school is well-resourced for all subjects and areas of learning. However, poor acoustics and lack of space in the hall sometimes inhibit pupils' progress.
- 40 Leaders and managers carefully monitor the work of the school to ensure spending decisions match identified priorities and economic and effective use is made of all finances to improve the quality of teaching and so raise standards. Given the context of the school, pupils make outstanding progress, achieve very well and are well prepared for their next stage of learning. The school has very effectively addressed key issues identified in the previous inspection relating to improving provision and raising standards. Overall, the school provides outstanding value for money.

## Recommendations

- 41 In order to maintain and build on recent developments, the school should:
- R1 Continue to develop pupils' bilingual skills in English and Welsh at key stage 2\*\*\*.
- R2 Continue to develop pupils' thinking and problem-solving skills at key stage 2 in order to raise standards further particularly for the more-able and talented\*\*\*.

\*\*\*The school has identified these as areas for improvement in its current School Improvement Plan.

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 1: Good with outstanding features

- 42 The findings of the inspection team differ from the judgement made by the school in its self-evaluation report. The team identified several outstanding features in this key question and so awarded the higher grade 1.
- 43 Overall, regardless of their social, ethnic or linguistic background, children in the Foundation Phase and pupils in key stage 2 make outstanding progress in achieving, and frequently exceeding, the targets they are set and attain good standards.
- 44 Standards in the areas of learning in the Foundation Phase Pilot classes and the subjects inspected in key stage 2 are as follows:

#### Areas of learning in Foundation Phase Pilot classes

Area of learning	Grade
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	2
Knowledge and understanding of the world	1
Physical development	2
Creative development	2

#### Subjects inspected at key stage 2

Subjects	Grade
English	2
Information technology	2
History	2
Physical Education	2

- 45 During the inspection, standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
12%	77%	11%	0%	0%

- 46 These percentages exceed the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better (grade 1 and 2) in 84 per cent of lessons. They match the published figures of 12 per cent of lessons where standards are reported as being outstanding

(grade 1). They also exceed the percentages given for standards achieved in the previous inspection.

- 47 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 48 The high quality interaction between children and adults in the Foundation Phase Pilot classes ensures that all children enjoy their learning, are enthusiastic, persevere and work hard at their tasks. From well below average ability on entry, compared to other children in the authority, they make excellent progress. This is particularly evident in their personal and social development and in their knowledge and understanding of the world.
- 49 Pupils with additional learning needs, including those with SEN and those with potential behavioural problems make very good progress relative to their abilities. As a result of the very good quality support they are given, the majority of SEN pupils and more-able pupils achieve the targets they are set.
- 50 The majority of children in the Foundation Phase Pilot classes use their key skills of speaking, listening, reading and writing well. They use their reading skills to follow instructions and they speak and listen to each other sensibly when engaged in stimulating outdoor activities. They also use both their numerical and their information and communication technology skills very competently for a variety of purposes. Most children develop good problem-solving and creative skills and collaborate effectively when engaged in both indoor and outdoor activities.
- 51 Most children acquire vocabulary quickly even though they do not necessarily have the specific equivalents in their mother tongues. Children quickly develop their language skills in the vibrant classroom areas provided and soon gain a functional vocabulary in a range of situations. By the end of the Foundation Phase, most children have made outstanding progress and achieved good standards in questioning and communicating.
- 52 Throughout the Foundation Phase, children are developing their bilingual skills in Welsh and English confidently and achieve good standards. Progress in this area is remarkable considering their diverse backgrounds and the fact that nearly all speak another language at home. They are also developing a really good awareness of the language and culture of Wales through *Y Cwricwlwm Cymreig*.
- 53 Pupils in key stage 2 classes are developing good key and basic skills. They make very good progress in developing the key skills of speaking and listening and, by the end of key stage 2, many are able to converse confidently with peers and adults. As in the Foundation Phase, pupils in key stage 2 who arrive at the school with little or no experience of English are well supported and very quickly acquire a functional vocabulary. Most pupils are able to sustain attentive listening for lengthy periods, enabling them to derive maximum benefit from the lessons.

- 54 Many pupils make good progress in using reading skills when looking for information and many older pupils in key stage 2 are acquiring good note-taking skills. The ability of many pupils in key stage 2 to write at length for a variety of purposes is a strong feature.
- 55 By the end of key stage 2, standards in the key skills of numeracy and information and communication technology are good and many pupils apply them confidently across the full range of subjects. Most pupils' thinking and problem-solving skills generally develop well across the school, although their application by more-able and talented pupils is not as consistent. Pupils' independent learning skills are good. They use these skills effectively for internet and library research. Pupils' ability to collaborate when working in pairs and in small groups is outstanding. Pupils creative skills in art and music are good with some outstanding features evident in the artwork around the school and from the school's history of musical performance.
- 56 Many pupils are steadily developing bilingual skills in English and their mother tongues and, although many can respond appropriately to greetings, commands and simple questions in Welsh, their ability to use Welsh as a third or fourth language is less well developed. Pupils are happy to respond to commands, instructions and questions in Welsh. Those who have English as an additional language are very eager to show their ability to answer questions in Welsh. However, progress at key stage 2 is less well established. Pupils respond well to the opportunities and experiences offered by the school through *Y Cwricwlwm Cymreig* and they quickly gain a firm understanding of the culture and heritage of Wales.
- 57 Overall, pupils' levels of attainment are good. Their achievement in reaching these good standards, considering their diverse and frequently challenging backgrounds, is outstanding. Children's starting points are well below average. Further, there are only 10 per cent of pupils in the school who have English as their first language and this can be a barrier to their learning in other subjects. Additionally, a high percentage of pupils enter and leave school throughout the school year other than at the regular admission and leaving dates. Although important for their cultural traditions and heritage, continuity in learning is frequently disrupted by pupils visiting their families abroad during term time. These factors have a major impact on the standards pupils are able to attain.
- 58 There is no comparative data available for key stage 1 children in 2008 because of the school's involvement in the Foundation Phase Pilot. Children involved in this have been disapplied from the national curriculum and also its assessment. However, the school has closely tracked the progress of children who would have undertaken national curriculum assessment in 2007 and 2008. Using the levels indicated in the Foundation Phase outcomes, nearly all children achieve in line with the school's high expectations in personal and social development, language, literacy and communication, and mathematical development. The results for 2008 were an improvement on the previous year's results.

- 59 The school's evidence shows that, overall, children make outstanding progress in their personal and social development with 65 per cent achieving at least Foundation Phase Outcome 5 (broadly equivalent to National Curriculum Level 2) and 43 per cent achieving Outcome 6 (equivalent to Level 3). In language, literacy and communication, 44 per cent gained at least Outcome 5 and 24 per cent gained Outcome 6. Boys performed less well than girls in this area of learning which corresponds to trends identified in end of key stage National Curriculum testing in English. Results in mathematical development were weakest with only half achieving the predicted result. In this, 49 per cent achieved Outcome 5 and none achieved Outcome 6. The school's measures to address this are proving effective in that results for 2008 were a great improvement on those for 2007.
- 60 End of key stage 2 statutory assessment results for 2008 show good improvement on the previous year's results. In 2007, this group contained a significant proportion of pupils with emotional and behavioural difficulties. The school, however, is performing below local and national averages in each of the three core subjects of English, mathematics and science and in the core subject indicator which is the percentage of pupils attaining at least level 4 in all three subjects. It is also below averages for the percentage of pupils gaining the higher level 5.
- 61 When compared to schools placed in the same free school meals band, Kitchener primary is in the lowest 25 per cent in English and science, in the lower 50 per cent in the core subject indicator and the upper 50 per cent in mathematics. The school narrowly missed joining a higher free school meal band by 0.2 per cent. This would have improved the school's position considerably.
- 62 Although the percentage of pupils on free school meals is well above local and national averages, benchmark data takes no account of the percentage of pupils for whom English is an additional language, or the extent to which the school has a high percentage of pupils moving in and out of the school at times other than those specified. When compared to the small proportion of similar schools in this category, Kitchener performs very well in all three subjects.
- 63 Over the past four years, boys have consistently performed better than girls in each of the assessed core subjects. Close analysis of school data indicates that girls, at this school, tend to start from a much lower baseline than the boys but actually make more rapid progress. The school's strategies in this area have successfully been reducing the gender gap year on year.
- 64 Overall, as pupils move through the school, they rapidly acquire new knowledge and skills. A minority of pupils have taken longer to adjust to the more formal setting of key stage 2 following transition from the Foundation Phase. However, the school is addressing this. Overall, pupils make outstanding progress towards fulfilling their potential and are ready to move on to the next stage of their learning.

- 65 Pupils have a good awareness of how well they are doing. They are given targets for improvement and, if asked, the majority can accurately recall them. Most pupils are clear about the learning objectives of lessons and understand the concept of success criteria for achieving them. Pupils regularly and effectively evaluate whether they have achieved them.
- 66 Pupils' attitudes to learning are extremely positive. They enjoy coming to school and display an eagerness for their learning. Throughout the school, pupils are motivated, keen to succeed, and show a very high level of engagement in lessons. They work productively and make effective use of their time. This is an outstanding feature.
- 67 Pupils make outstanding progress in their personal, social, moral and wider development. Their behaviour is outstanding. Pupils are responsible and understand what is expected of them within the school's clear code of conduct. Nearly all pupils are considerate and courteous to each other and to visitors and display good self-control when using indoor and playground equipment. Boys and girls work very well together in groups and in pairs. They value their involvement in strategies such as the school council and eco committee. This has given them a real voice in the decision-making process of the school. Older pupils form and express their views in a mature and thoughtful way and, as a result, can resolve difficult situations that may arise; for example, in the playground, in a responsible, honest and fair manner. With good support, the small percentage of pupils who have been excluded over the previous 12 months effectively reintegrate into the school.
- 68 Pupils see themselves as a valued part of the school community helping and supporting each other whenever there is a need. Discussion with older pupils reveals a broad knowledge and deep respect for diversity in all its forms. Pupils fully understand equal opportunity issues and show they value the different beliefs, attitudes, faiths and cultural traditions that are apparent in the school community. This is a real strength and an outstanding feature.
- 69 In the Foundation Phase, children successfully develop the capacity to work independently, including developing skills for lifelong learning, such as problem solving, decision-making and healthy living. These skills transfer well, as older children in the Foundation Phase move into year 3. Most older pupils in key stage 2 are developing good attitudes to sustain their interest beyond their time at the school.
- 70 In the Foundation Phase children are fully aware of the world of work and its many occupations; this is a real strength. However, in key stage 2, pupils' understanding is less well developed.
- 71 The school is highly successful in preparing all pupils for effective participation in the community. This is an outstanding feature. Pupils talk very knowledgeably about their pleasure and commitment at being included in so many community activities.

- 72 Attendance, at 92 per cent during the previous twelve months, is below the Welsh national average and that of schools with a similar percentage of free school meals. However, if the absence due to religious observance and heritage visits is excluded. This percentage rises to 93.8 per cent, higher than both sets of averages. The figures are also adversely affected by the transient nature of the school population, which results in pupils being kept on the register for some time after leaving the locality without informing anyone. A few pupils have difficulty in arriving promptly at the beginning of the school day.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

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

74 During the inspection, the quality of teaching in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
23%	66%	11%	0%	0%

75 These percentages exceed the figures published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as being good or better (grade 1 and 2) in 83 per cent of lessons. They also exceed the published figures of 16 per cent of lessons where the quality of teaching is reported as being outstanding (grade 1)

76 Where the quality of teaching was judged to be grade 1, the outstanding features include:

- teachers and teaching assistants staff ensure that all pupils, including those with SEN and those for whom English is an additional language, are treated equally and have their individual needs met;
- teachers have extensive subject knowledge which is used effectively to promote learning;
- teachers are secure and confident in their knowledge of the principles of the Foundation Phase and the new curriculum orders, 2008;
- pupils are challenged to achieve their best and to extend their learning; and
- clear expectations of behaviour.

77 Where teaching was judged to be good with no important shortcomings, the good features include:

- lessons are linked well to previous learning and to other areas of learning;
- teachers make constructive comments and provide high quality, well-timed interventions;
- there is very good monitoring of progress during lessons;
- pupils are strongly motivated to stay on task throughout lesson; and
- very good use is made of both the indoor and outdoor environment.

78 In the minority of lessons where teaching was judged to have shortcomings, these include:

- pupils learning is inhibited because of raised noise levels;
- there are insufficient opportunities to promote incidental Welsh; and
- few opportunities for the development of problem-solving and thinking skills.

- 79 In the Foundation Phase, well-planned, practical activities offer a high degree of challenge to children and effectively promote the skills, knowledge and understanding necessary for learning. All staff working within this phase are committed to the principles of the Foundation Phase and practitioners achieve a good balance between allowing children freedom to discover for themselves and more adult-directed, focused activities.
- 80 Practitioners use the good quality and quantity of resources within the Foundation Phase well to help reinforce learning concepts and to ensure that children achieve the highest level of independence possible. In particular, children develop a keen sense of curiosity when exploring the stimulating and exciting outdoor areas.
- 81 In key stage 2, lessons are well-planned and include clear and appropriate learning objectives linked directly to schemes of work. Short- and medium-term planning encompasses the Skills Framework and includes a range of opportunities for pupils to apply their skills across the curriculum. Teachers work closely together to ensure progression and continuity in curriculum content and teachers in parallel year group classes regularly evaluate their lessons and collaborate well to ensure that pupils receive similar learning experiences. Resources are used very well to promote high quality learning experiences.
- 82 Teaching assistants have a good understanding of pupils' needs and work effectively to promote increased fluency in English, to support special needs, to extend learning and to develop good behaviour and social skills. They make a valuable contribution to learning throughout the school.
- 83 Relationships between teachers and pupils throughout the school, at all levels, are exemplary and the consistent use of praise and encouragement to help raise pupils' self esteem contributes well to pupils' learning experiences and well-being.
- 84 Whole school assessment procedures are good. The school meets all statutory requirements for assessing, recording and reporting pupils' progress.
- 85 Planning and assessment in the Foundation Phase is detailed and effective. Teachers and teaching assistants monitor individual progress rigorously noting significant stages in children's learning and collating these within individual children portfolios. The information is used to set and track targets within the areas of learning. All practitioners working within this phase make a positive contribution to the planning and assessment cycle.
- 86 In key stage 2, there is a comprehensive and rigorous programme of assessment. Information is gathered from formal teacher assessments and standardised tests as well as from discussions with pupils and the marking of their work. Teachers have a very good overview of pupils' progress through learning reviews.

- 87 Pupils' attainment and achievements are analysed according to a number of criteria including gender, ethnicity and pupil mobility. The school's comprehensive and detailed approach to collating, analysing and using data effectively to inform planning and target-setting is an outstanding feature.
- 88 Pupils' work is marked regularly, often alongside the pupil. Supportive comments relate to the objectives of the lessons and, when necessary, ways to improve are noted. Teachers are embedding and developing pupils' skills in assessing their own work and that of their peers.
- 89 There are effective arrangements for informing parents, governors and the local authority about the progress and achievements of pupils. Parents are invited to meet teachers three times each year and are able to meet staff informally at the end of each day when necessary. Annual reports to parents comply with statutory requirements; they provide information on the standards achieved and indicate targets for the future. Parents are given good opportunity to make 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**

- 90 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 91 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 92 The overall quality of the learning experiences provided for pupils is outstanding. The positive and inclusive ethos of the school is reflected in daily planning and in the organisation of the curriculum. The school caters extremely effectively for the wide range of pupils' needs and interests. It provides equal access for all pupils to a broad and balanced curriculum which fully meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship.
- 93 Provision in the Foundation Phase closely adheres to the principles of the Phase and fully meets children's needs, covering each area of learning in a progressive manner. Practitioners in this part of the school have successfully updated and adapted their schemes of work, not only to meet the curriculum requirements, but also to ensure that learning experiences are skill-based, relevant, interesting and motivating. As a result, the overall provision for children in the Foundation Phase Pilot is outstanding.
- 94 In key stage 2, provision is very well planned to ensure full coverage of the National Curriculum and is very effectively enhanced and enriched by a wide range of purposeful and practical extra-curricular activities. The head teacher

and staff have made very good progress in introducing and reviewing policies and schemes of work in line with the new curriculum orders, 2008. Schemes of work have been compiled collaboratively by teams of teachers who produce detailed plans to ensure that learning builds on previously-acquired skills and knowledge. Sex education is provided in line with the school's policy.

- 95 Appropriate opportunities are provided to ensure that pupils' basic and key skills are developed effectively. They are an integral part of Foundation Phase planning and, in key stage 2, teachers carefully plan the key skills they wish to promote in each subject. A strong emphasis is placed on nurturing good quality language across the curriculum and there are very effective arrangements for providing additional support and resources for pupils whose attainment levels are either low or above average and for those who have English as an additional language. This is an outstanding feature of provision.
- 96 The school makes good provision for pupils' bilingual skills in English and Welsh. The use of incidental Welsh by staff, the teaching of Welsh songs, plus good displays and signs around the school improves pupils' confidence when moving between the two languages. Taking account of the multi-linguistic background of the pupils, the school makes good efforts to provide pupils with the necessary skills to become bilingual in Welsh and English.
- 97 The provision for pupils' spiritual, moral, social and cultural development is outstanding. Staff promote good manners and respect among pupils for each other, for adults, and for the school environment through a range of exceptional strategies. Pupils' social awareness is promoted well by their participation in campaigns to raise money for good causes and charities and is evident in pupils' positive attitudes. The school enjoys strong, beneficial partnerships with a wide range of community providers who enrich the curriculum and support the work of the school. The governing body and staff recognise the importance of heritage visits and the observation of religious festivals.
- 98 The emphasis on moral development in assemblies, circle time and through its personal and social education programme is outstanding. Pupils have a clear sense of right and wrong. Spiritual development is exceptionally well promoted in both religious and aesthetic activities and appropriate time is given for collective worship, which all pupils, regardless of faith, attend. Cultural awareness is well promoted through attendance at *Eisteddfodau* and strong links with other countries such as Somaliland.
- 99 '*Y Cwricwlwm Cymreig*' is promoted very effectively across the curriculum to support and enrich pupils' knowledge and understanding of Welsh heritage. In creative subjects, such as art, music and dance, pupils gain valuable knowledge of Welsh and local artists.
- 100 The school makes good provision for personal and social education. In particular, there are good developments in the vocational, environmental and health elements of the scheme. Through activities such as 'circle-time' and through pupil representative bodies such as the school council and the eco-

committee, pupils receive good opportunities to practise and extend their skills in discussing issues of importance to them.

- 101 There is a comprehensive range of lunch-time and after-school clubs for sport, dance, music, and art appreciation. These are run by dedicated staff and several receive specialist help from outside providers. The school also provides clubs for pupils to promote their home language, such as Bengali and Arabic. These clubs are open to all pupils.
- 102 Partnerships with the community, schools and other organisations are outstanding and have a positive impact on raising pupils' self-confidence and esteem. The curriculum is enhanced by an excellent variety of educational visits and by visitors to the school. Visits from community support officers and religious leaders from the local churches, mosque and temple develop pupils respect for the diversity within their community. Representatives from the local food market assist with healthy eating activities. There are strong links with the feeder secondary school where learners have the opportunity to visit the school to facilitate their smooth transition when they leave at the end of key stage 2.
- 103 Despite the challenges presented by the wide range of languages and diversity of cultural ethos, the quality of the school's relationship with parents and carers is outstanding. The school actively operates an 'open-door' policy and there is a very good daily contact between teachers and parents. The head teacher and her deputy interact with parents outside the school at the beginning and end of the school day. Recently implemented meetings at the start of the year raise awareness of the school's expectations in several areas, such as behaviour and attendance. There are many initiatives to involve parents, such as the 'Family Learning Together' day, 'Language and Play' and the very well-attended English language and information technology classes.
- 104 The school has good links with business, especially in the Foundation Phase. For example, pupils visited a fishmonger and brought back specimens of different sea creatures, which were used to enhance their knowledge and understanding of the world. However, there is no planned programme for the short-term placement of teachers in commercial concerns to develop work-related content for lessons.
- 105 The school works very closely with all its pupils, and their families, to ensure nobody is put at a disadvantage. It works very sensitively with families to help them adjust to the inclusive ethos of the school. Boys and girls alike are fully integrated as equal members with the opportunity to have equal aspirations. The school's promotion of equality of access and opportunity and its strategies for tackling social disadvantage and stereotyping are outstanding.
- 106 The school, led by its eco-committee, is actively participating in a wide range of initiatives to promote education for sustainable development and global citizenship [ESDGC]. Its pupils actively support several recycling schemes and are encouraged to conserve energy and water. They also have their own

allotment and have a link with a local food co-operative and street market which is helping to promote a 'grow your own' philosophy. The Forest School area is an excellent resource and in constant use throughout the day. It gives pupils first-hand experience of the natural world, which is alien to many of them who live in an inner city area. However, though much is being done, the school has yet to embed fully education for sustainable development and global citizenship across the curriculum.

- 107 Pupils participate in a year 6 Business Enterprise Week and they also plan, produce and make items and run stalls for the annual summer fayre. Also, children in the Foundation Phase make a range of products throughout the year which are sold to parents to raise funds for the school. These activities are helping to encourage the development of the entrepreneurial skills, such as problem-solving and decision-making but are not yet sufficiently established across the school.
- 108 The school is providing its pupils with an exceptional range of opportunities to understand and appreciate the importance of lifelong learning. Pupils participate in Children's University activities. A partnership with a university college, which provides opportunities for pupils in year 4 and year 5 to participate in creative and sporting activities, helps raise aspirations towards higher education. Also, the school is totally immersed in the Riverside community of inner city Cardiff and is leading the way in its revitalisation. This is an outstanding feature.

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

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

- 109 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 110 The school's provision for the care, support and guidance of its pupils is outstanding.
- 111 The individual requirements of pupils are very effectively identified when they join the school and constantly reviewed throughout their stay. Those designated with specific learning and physical needs have priority and are allocated sensitive support and appropriate resources. In the Foundation Phase, the teaching of personal and social development and well-being permeates all areas of learning and is outstanding. In the rest of the school, the personal and social education programme is very effective.
- 112 Practitioners have a detailed understanding of the individual needs and background of the very youngest children. There is a detailed parental interview form for all entrants which records language skills, learning needs, early development, medical details, and ethnic and religious backgrounds. Because of the transient nature of much of the school population, new pupils are regularly welcomed across the school throughout the year. The positive

attitudes demonstrated by both staff and pupils, linked to the highly-effective school induction procedures, ensure they quickly settle well into the school environment. The school is developing good strategies to ease the transition of children moving from the Foundation Phase to the more formal structure of key stage 2.

- 113 For pupils for whom English is an additional language, staff interview their parents in their own language to glean as much information as possible about their social, academic and family backgrounds. Bilingual teaching assistants are very effectively deployed to assist the settling-in of new arrivals and, where possible, new pupils are paired with a buddy from a similar background. These excellent induction procedures are delivered in over 20 languages.
- 114 The meetings at the start of the school year act as a good forum for parents to raise issues and provide feedback.
- 115 The school has excellent relationships with a wide range of outside agencies. The relationship with the Ethnic Minority Achievement Service, in particular, is outstanding and provides excellent support for the many pupils for whom English is an additional language. The Ethnic Minority Achievement Service teachers and bilingual assistants and the school staff who speak community languages ensure effective communication with families where no adult speaks English. They also assist the families of pupils to become part of the school community.
- 116 The school has a very well-organised and well-run school council which meets regularly and represents the views of all pupils elicited during class discussions and through a suggestion box. The changes they have instigated in this academic year include a revitalised dining hall, under the name 'Kitchener Café', and the creation of play zones in the playground during break times under the control of year 6 Young Sports Leaders.
- 117 The systems for monitoring and addressing issues of attendance and punctuality are outstanding. The school takes every opportunity to remind parents of the importance of regular attendance and pupils are also encouraged through incentives such as the weekly class trophies. There are outstanding arrangements established to help improve punctuality. In recognition of the school's outstanding success in the monitoring of attendance, it was awarded, in July 2008, the DfES Leading Aspect quality mark for 'A Whole School Community Approach to Raising Standards in Attendance'.
- 118 The arrangements for the health and safety of pupils are good. There is a comprehensive Health and Safety Policy in place and the record keeping is very thorough. The school underwent a full local authority inspection a year ago and regular tours of the site by school staff have been held since. A system of risk assessments is in place for all educational visits and the first aid arrangements are appropriate in terms of resources and suitably-trained personnel.

- 119 The school's strategy for encouraging the development of a healthy lifestyle is outstanding. It is currently working on Phase 6 of the Healthy Schools Awards. It actively promotes healthy eating as part of its Food and Fitness policy. To assist this, it has introduced healthy snacks for Foundation Phase children and a fruit tuck shop for the rest of the school during the morning break time. Key stage 2 pupils are encouraged to bring healthy snacks and lunchboxes and to drink water throughout the school day. Pupils and their parents are helped to develop a taste for fresh fruit and vegetables through the school allotment and links with a community garden project and local food co-operative.
- 120 The importance of exercise is promoted during physical education lessons and through the many extra-curricular sports clubs. There are also classroom activities such as the year 2 'Fighting Fit' project which involves preparing a healthy snack, carrying out a healthy fruit survey, creating a personal fitness plan and a visit from a dentist. The success of the school's commitment to promoting a healthy lifestyle amongst its pupils can be seen in the comparatively low incidence of obesity amongst its pupils.
- 121 Arrangements for child protection and safeguarding are appropriate. The school's policy meets current requirements. The head teacher is the designated person responsible. The deputy head teacher and SENCo have been appointed to deputise in her absence; all have received appropriate training. There is also a designated, named link governor. All staff are made aware of the procedures through regular in-house awareness and induction training. Teachers are aware of, and monitor carefully, any pupil who is identified as 'causing concern' or 'at risk'.
- 122 There is a clear procedure for the handling of complaints and concerns are addressed, analysed and dealt with in line with school policy. Parents and pupils support the view that they feel comfortable in approaching the school if they have any concerns and that their views are given full consideration.
- 123 The quality of provision for pupils with additional learning needs is outstanding.
- 124 The school's SEN policy is comprehensive and fully complies with the SEN Code of Practice and the framework for inclusive education. Through its procedures, the school effectively identifies pupils' individual needs by regular screening, tracking, formal termly assessments and standardised tests. There are well-established and effective systems in place to monitor progress in meeting these needs and for setting new targets for development. The school's SENCo manages her responsibilities in this area extremely well and makes an outstanding contribution to ensuring high quality provision for pupils with additional learning needs.
- 125 An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own individual educational plans. These are written by the SENCo in conjunction with the class teachers.

Individual educational plans are of good quality and include short-step targets and achievement criteria. They identify which classroom strategies are to be used. In the Foundation Phase, as well as other year groups, there are monitoring lists kept of pupils who are giving cause for concern. The needs of pupils with a statement of SEN are fully and effectively met. Annual review procedures for these pupils fully meet legal requirements. Parents are involved in the process throughout.

- 126 Pupils on the SEN register are well supported within the mainstream classes. For example, pupils who have under-developed skills in literacy and numeracy benefit not only from carefully-considered organisation of lessons to cater for all abilities but also from targeted intervention. Where pupils are withdrawn from classes, their lessons mirror those provided in the mainstream setting. The expertise and contribution to learning provided by specialist teaching staff and teaching assistants in this area is outstanding.
- 127 Similarly, the school has a policy for supporting more-able and talented pupils. It maintains an appropriate register which both identifies those pupils who are particularly able for this school and a smaller group of pupils who would have great potential in any educational setting. The SENCo collaborates effectively with her teaching colleagues to ensure that planning and teaching challenge and extend such pupils.
- 128 The quality of support provided by the Ethnic Minority Achievement Service, specially-trained teachers and teaching assistants to help pupils develop their skills in using English, to maintain effective use of the home language and to help integrate them fully into the school community is outstanding. Pupils for whom English is an additional language well cared for, guided and supported. This is an outstanding feature of provision
- 129 A distinctive feature of provision for pupils who have English as an additional language is the high quality teamwork across the school. All school staff have acquired many skills in this area. They flexibly and ably meet the varying language needs and challenges presented by different cohorts of pupils arriving at various times and under differing circumstances throughout the school year. The teaching strategies acquired for working with pupils who are unfamiliar with English are readily transferred to all pupils with language learning difficulties. The school is an inclusive community where all pupils, whatever their difficulty, are welcomed.
- 130 The school makes very good use of outside agencies including the educational psychology service, speech and language therapists, occupational therapists and physiotherapists together with valuable input from social services and the health authority. The specialist input is incorporated into individual programmes and has a very positive impact on pupils' skills and progress.
- 131 Pupils, whose behaviour may impede their own progress or that of others, are extremely effectively managed and supported. Staff consistently apply a clearly understood policy of rewards and sanction. The school has an

impressive record of supporting children with emotional and behavioural difficulties through partnership with a range of support agencies. Individual pastoral support plans and intervention strategies have proved effective in improving the behaviour of pupils at the risk of exclusion. Where this has been used as a last resort, effective systems are in place to support the child's return to school. Parents and pupils are highly supportive of the system and its implementation.

- 132 The quality of provision for equal opportunities is outstanding. It treats all pupils with the greatest respect and courtesy, whatever their social, ethnic, educational or linguistic background. All pupils are exceptionally well supported within the school system. All aspects of school life are open to all pupils.
- 133 The school actively celebrates the cultural diversity of the local community. It is intrinsic to all school learning and activities and helps promote very good race relations. It enables pupils to recognise and respect the multi-cultural society in which they live and helps them to live harmoniously together. This is an outstanding feature of provision.
- 134 The school rightly considers bullying and all forms of racial harassment and oppressive behaviour to be unacceptable and has comprehensive measures in place to eradicate them. The arrangements to discourage any form of bullying or oppressive behaviour are appropriate and pupils express confidence in them.
- 135 The school provides an excellent level of care for disabled learners. A comprehensive plan to help secure equal treatment for disabled learners is in place and many reasonable adjustments have already been made within the school to ensure that these pupils are not at a disadvantage. All intervention and support strategies are carefully monitored to ensure sustainability.

## Leadership and management

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

#### Grade 1: Good with outstanding features

- 136 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 137 The school's mission statement, vision and aims underpin all aspects of its life and work, explicitly promoting a real community of learning. Through its very positive policies, procedures and practice, the school actively and successfully promotes full equality of opportunity for all staff and pupils within a very caring and supportive atmosphere.
- 138 The quality of leadership and management throughout the school is outstanding. At the very heart of this is the clear, positive and well-considered direction provided by the head teacher. Her personal commitment to achieving the school's stated aims and objectives has successfully generated a shared sense of purpose, motivation and dedication amongst all staff and forged strong links with pupils and their families.
- 139 The head teacher provides an inspirational combination of compassion and rigour and this is reflected in the performance and attitude of staff at all levels.
- 140 The head teacher is very ably and professionally assisted by her deputy head teacher. Together, they ensure excellent day-to-day management of the life and work of the school and successfully foster an all-embracing ethos of equality, tolerance, understanding and respect for diversity amongst all pupils and staff.
- 141 The senior leadership team is very well-informed and effectively fulfils its responsibilities for both the operational management of the school and in monitoring, evaluation and planning. It plays a key role in ensuring that decisions are made collaboratively and that initiatives to improve teaching and learning are effectively applied.
- 142 The recently-formed middle leadership team undertake their responsibilities with energy and commitment. They are very effective in developing and implementing designated initiatives such as the new personal and social education policy or the promotion of education for sustainable development and global citizenship.
- 143 Subject leaders have clear responsibilities which they undertake with commitment and enthusiasm. They work very closely with colleagues and provide effective direction and support. The impact of their work is reflected in the improvements in standards identified since the previous inspection. The SENCo provides dedicated and valuable support to her colleagues throughout

the school in supporting the academic and personal needs of pupils on the SEN register.

- 144 Very good progress at all levels has been made in achieving the school's agreed overall targets and goals. The school improvement plan comprehensively identifies key areas for improvement across all aspects of school life and employs a wide range of appropriate strategies to achieve them. The effectiveness of the school's strategies in achieving prioritised targets is regularly monitored by leaders at all levels. Systems for setting rigorous and relevant targets for individual pupils, for different ability groups and for different cohorts of pupils are well established and highly effective.
- 145 Teachers and teaching assistants develop their expertise and improve their effectiveness in meeting the school's developmental needs through the school's well-established, performance management systems. Newly-qualified teachers, teachers and teaching assistants new to the school receive thorough, appropriate and effective support. Targets are reviewed regularly and appropriate training is given at all levels; whole school, senior leadership, teaching, higher level teaching assistants and teaching assistants. The quality of performance management and continuing professional development for all staff is an outstanding feature.
- 146 The enthusiasm with which the school embraces local and national priorities is outstanding. For example, leaders and managers have worked hard to establish the Foundation Phase Pilot successfully in the school. The head teacher and Foundation Phase leaders have established an effective framework that gives clear direction to all practitioners. The school has taken very good account of national priorities such implementing the new Curriculum Orders, 2008 and using the Welsh Assembly Government Grant (RAISE) to very good effect in raising standards.
- 147 Additionally, the school is keenly involved in teacher education with local universities and colleges; in developing strong partnerships with the local 'Riverside' community and in developing productive links, through the British Council, with Somaliland. Recently-introduced initiatives have helped pupils to achieve higher standards.
- 148 The governing body is passionate in its support for the school and rigorous in its evaluation of the impact of its actions on improving the educational provision and the raising of standards. It is led by an extremely well-informed chairperson who constantly challenges the school to improve its already high standards. There is also an effective network of sub-committees to implement and monitor the effect of strategic planning.
- 149 Governors are well informed by the head teacher and subject leaders on the impact of new initiatives on the quality of teaching and standards in learning. They also carry out their own investigations during school visits.
- 150 The governing body satisfies all its regulatory and legal requirements. In particular, it provides the required sense of direction, acts as a critical friend

and holds the school to account for the quality of the education provided and the standards achieved by its pupils. The governing body make an outstanding contribution to the leadership and management of the school.

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

**Grade 1: Good with outstanding features**

- 151 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 152 The school's self evaluation arrangements are outstanding and based upon a positive culture of full and regular consultation with all stakeholders. The head teacher, staff and governors are totally committed to improving the quality of education and achieving the highest possible standards. They identify and implement highly effective strategies to bring about the desired improvements.
- 153 Throughout the self-evaluation cycle, the views of parents, pupils, all members of staff, governors and other interested parties are regularly sought. Pupils confirm that their ideas are listened to carefully through the school council and parents feel that they have every opportunity to contribute their suggestions and broader views both formally through questionnaires and, more informally, through talking to staff.
- 154 The cycle of monitoring, evaluating and review is well embedded in all aspects of the school's work and understood by all. An effective electronic pupil tracking system enables all staff to have access to individual, class, cohort and whole school information so that evaluations and targets are based on secure data.
- 155 The senior leadership team has a clear understanding and maintains overall responsibility for self-evaluation but also devolves responsibility effectively to other teams within the school.
- 156 The middle leadership team have specific responsibilities for overarching initiatives such as personalised learning and curriculum enrichment and evaluate their areas systematically and thoroughly. Team leaders, for Foundation Phase and for key stage 2, monitor and evaluate the performance of their teams rigorously through classroom observations and team meetings and report regularly to the senior leadership team.
- 157 Subject leaders monitor their areas of learning effectively through scrutiny of pupils' work, monitoring planning and listening to learners. All teams identify strengths and weaknesses effectively and their consistency in identifying priorities linked to improvement in raising standards is developing well. The shared vision of all staff working together to evaluate progress and standards is an outstanding feature of the school. Their effectiveness in self-evaluation,

monitoring and ongoing planning to improve provision and raise standards even further in their subjects is very good.

- 158 The self-evaluation report prepared by the school is outstanding. It clearly identifies strengths and areas for further development and also details the evidence sources for the judgements made. The findings of the inspection team match the judgement made by the school in six out of the seven key questions. In key question one, the inspection team identified several outstanding features relating to the progress pupils make taking full account of their low starting point, the high turnover of pupils and the exceptionally high number of pupils for whom English is an additional language. The team, therefore, awarded the higher grade 1.
- 159 The school uses the information from self-evaluation to set clear priorities for action in its school improvement plan which is used extremely well to shape the future direction of the school. The school improvement plan very clearly outlines the strategically-planned tasks which are to be undertaken and includes monitoring and evaluation information as well as timescales, personnel, budget implications and success criteria. This is an outstanding feature.
- 160 The school can clearly demonstrate that the actions it takes lead to measurable improvements. For example, investment in information technology software and hardware has resulted in improved standards and investment in new reading material has resulted in renewed enthusiasm in reading and measurable improvements in reading standards. This is an outstanding feature.
- 161 Since the previous inspection, the school has made very good progress in a number of areas such as improving the monitoring role of subject and team leaders and in the quality of marking and feedback to pupils. The school has also greatly increased the percentage of lessons graded good and outstanding.

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

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

- 162 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 163 The school is appropriately staffed by well-qualified, experienced, enthusiastic and committed teachers who are very effectively deployed to meet the diverse range of needs of all pupils at the school. Teachers' areas of responsibility appropriately match initial, or subsequent, in-service training and all teachers have relevant and comprehensive job descriptions listing their responsibilities. Outstanding use is made of specialist teachers for special needs and for pupils for whom English is an additional language.

- 164 Following a comprehensive and well-supported induction process, new teachers fit seamlessly into the life and work of the school. All teachers attend a wide range of appropriate in-service courses which effectively meet both their personal development needs and the targets identified in the school improvement plan. The quality of continuing professional development in the school is outstanding.
- 165 Teaching assistants complement the school's provision and work in close and effective partnership with teachers. All make a valuable contribution to both classroom activities and withdrawal sessions and are engaged effectively in planning, teaching and recording pupils' progress in reaching their targets. Teaching assistants attend the full range of training provided. Many have a wide range of accredited and relevant qualifications and are always keen to develop their expertise. Many teaching assistants support the school during lunchtime clubs, after-school clubs and during out-of-school activities. Higher Level Teaching Assistants play a vital and effective role in the leadership and management of teaching assistants.
- 166 The school's clerical administrators are very experienced and know the school well. They give exemplary support to the head teacher and staff as well as supporting the governing body. There is good supervision at meal times with staff aware of issues relating to emergencies and how to deal with unacceptable behaviour. Lunchtime supervisors maintain very good standards of care, and lunchtimes are orderly and good-natured. The school caretaker takes pride in his work and the school is extremely clean and well maintained.
- 167 There are suitable arrangements in place to provide all members of staff with the required preparation, planning and assessment time and good use is made of this. The school has responded fully and effectively to the requirements of workforce remodelling and for reducing teachers' workload.
- 168 The school is well-resourced for all subjects and effective and economic use is made of all new resources purchased. Learning resources are of good quality and readily accessible to all staff and pupils. Recent acquisitions are in line with school priorities and suited to the age, ability and educational needs of pupils. These investments have had a positive effect on pupils' learning and successfully raised standards across all subjects. Resources throughout the school are regularly audited by subject leaders and the governing body. The local authority has recently produced a very favourable audit report.
- 169 Overall, the school's accommodation has many good features but there are some shortcomings. Inside, the classrooms provide sufficient space and each has an interactive whiteboard. Classrooms, hall and work areas show imaginative use. The library is small but adequate. The information technology suite is a new facility and very well resourced. Stimulating displays throughout the school help to create an environment which is conducive to learning. However, the school's two main halls are narrow and create high noise levels. This sometimes inhibits the range of physical activity the school

wishes to provide and also pupils' ability to focus on instructions and explanations.

- 170 The outside areas are well-resourced, well-maintained and effectively organised. In particular, in the Foundation Phase, inspiring use has been made of every possible space to stimulate children's imagination. High-quality climbing and play equipment, together with a varied range of different areas and surfaces provide exciting locations in which to play and learn. The school has converted a small area into their Forest School which provides a mini-world of imagination and practical activity. Pupils in key stage 2 access the facilities of the nearby secondary school for physical activity.
- 171 The school makes efficient, effective and economic use of resources, linking decisions to the school's identified priorities. Financial management is rigorous within very tight constraints and the school remains on course to meet its financial commitments this financial year. The head teacher, governing body finance and staffing sub-committees review the school's needs, as well as resources, on a regular basis. Sound financial protocols have enabled the head to manage appropriate staffing and equipment levels to meet the requirements of the Foundation Phase. The governing body ensures the correct financial policy and procedures are followed.
- 172 Overall, in the context of where pupils begin their educational journey, they achieve very good standards and make outstanding progress. The school gives outstanding value for money.

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

### **Areas of Learning in the Foundation Phase**

- 173 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making very good progress towards the Foundation Phase Outcomes.
- 174 Children enter the class for the youngest children with skills that are below, often well below average in their personal and social development and in their language, literacy and communication skills. Most children who enter this class are at a very early stage of English acquisition.

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

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

##### **Outstanding features**

- 175 Throughout the Foundation Phase, children are confident, happy learners, who enjoy coming to school. From a young age, most children sustain interest and remain focused on their tasks exceptionally well. Boys and girls work and play very well together.
- 176 All children become outstanding role models for the many new entrants to the school, because their own personal and social skills are so well developed. Nearly all children behave very well, engage readily in their learning, and interact positively with adults and each other.
- 177 The majority of children across the Foundation Phase develop a positive self-image and a great sense of belonging to their own diverse community, as well as understanding their Welsh identity. Their awareness of the different cultures and the differing needs, views and beliefs of people around them and in the wider world is exemplary.
- 178 Children treat people from all cultural backgrounds with great respect and tolerance, adding a richness of experience to their own lives.

##### **Good features**

- 179 The majority of children fully understand the need for personal hygiene, for example, before eating their snacks, and show, in physical activities, that they fully understand the effect that exercise has on keeping their bodies healthy.
- 180 Most children are confident explorers of the indoor and outdoor environment, in school, in local parks, and out in the wider locality. They are good problem solvers, for example, when reception children use their thinking skills to program a movable toy and work out directions and how many paces to get to the flag.

- 181 The vast majority of the children are inquisitive, curious and keen to co-operate. They listen attentively, and are thoroughly immersed in their learning. They enjoy making choices of activity, materials, and making decisions.
- 182 Older children build consistently on skills learned earlier in the Foundation Phase. They are independent learners and thinkers, readily experimenting with new learning opportunities such as successfully accessing information and communication technology and using the mouse to select, save and print their work.

### **Shortcomings**

- 183 There are no important shortcomings.

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

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

#### **Good features**

- 184 In relation to their differing starting points in language, literacy and communication most children throughout the Foundation Phase make outstanding progress and attain good standards in their speaking and listening development. They quickly develop a good range of words and phrases to enable them to make their needs understood.
- 185 Many can soon engage in simple but well-structured conversation with adults, willingly talking about their activities, such as their mini-beast explorations, and speaking clearly and confidently. They soon learn to listen well because their activities are so interesting and such fun.
- 186 Children continue to develop these skills very well as they move up through the Foundation Phase. They use English and Welsh confidently for simple greetings and questions. One child in the reception class was seen to interpret teachers' questions for a new entrant with English as an additional language to the school, and gain a response.
- 187 Older children recall salient facts about a trip with little prompting, and use a vivid vocabulary to describe fish they have observed. Many children give sensible suggestions as to how they can improve their work. Most children are very good listeners, listening attentively to both instructions and to stories.
- 188 All children enjoy books and stories, and are enthralled by both fiction and information books. The youngest children handle books appropriately, know a number of letters and their sounds, and have a good try at reading familiar words, such as their names. A few accurately predict what might happen next.
- 189 At the upper end of the Foundation Phase, children are enthusiastic readers and have a good knowledge of letter sounds to help them attack new words.

Many read with confidence, fluency and expression. Reading is well supported by parents at home, which has a good impact on learning.

- 190 Younger children engage enthusiastically in early writing experiences and begin to develop good control of pencils and crayons.
- 191 Older children write for a good range of purposes, giving sufficiently interesting detail to fully engage a reader. Their writing shows a growing understanding of the purposes of punctuation. Handwriting is generally clear, with good presentation.

### **Shortcomings**

- 192 There are no important shortcomings, but a few children, right across the Foundation Phase, have underdeveloped oral skills, despite the best efforts of staff.

### **Mathematical development**

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

#### **Good features**

- 193 All children across the Foundation Phase make very good progress with their mathematical development and standards are good. This is because teachers use every possible opportunity across all the areas of learning for children to practise and develop their skills.
- 194 The very youngest children make outstanding progress in mathematical development particularly with counting, measuring and weighing. This helps them to solve problems in their daily lives and to experiment knowledgeably with numbers.
- 195 Younger children count reliably to 5, then carefully measure the worms and snails they find in the garden, against arbitrary units, such as blocks and cubes. They count and sort the vegetables they grow into large and small, long and thin.
- 196 The majority use positional words accurately to say where they find their mini-beasts, such as “under the toadstool, behind the shed”. Older children further develop their positional language skills when helping each other give instructions to move a programmable toy.
- 197 When older children estimate and, subsequently, weigh, measure and compare objects, they choose suitable informal units and measuring instruments. Most children show in discussion that they fully understand the concepts of “full and empty”.
- 198 Most older children count accurately and have a good understanding of addition and subtraction. They recognise coins and their values and understand the purpose of money.

- 199 Children at the upper end of the Foundation Phase handle data well. They create interesting group block graphs to show their favourite healthy fruit and record, interpret and present data in simple but effective terms.
- 200 More-able children effectively conduct a range of investigations and experiments to try out their number skills across the areas of learning. When they investigate how far balls will bounce and travel, they estimate, mark the spot, and then measure to see if they were accurate.

### **Shortcomings**

- 201 There are no important shortcomings.

## **Welsh language development**

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

#### **Good features**

- 202 Younger children in the Foundation Phase respond positively to new linguistic experiences and show an increasing awareness and ability in the use of the Welsh language.
- 203 The majority of children follow a story and respond intelligently. They confidently respond in Welsh with good pronunciation during whole group sessions. Most use simple words and phrases accurately, for example, when they respond in registration by saying 'Bore Da' or in naming colours, numbers and key words connected with the activity they are undertaking. Most children repeat words spoken by adults accurately and understand more words than they speak.
- 204 Older children build on knowledge gained and many can extend their use of Welsh with increasing confidence, for example, when discussing the weather. They listen to simple stories in Welsh understanding the general meaning. Older pupils' reading skills are developing well through reading labels and words around the classroom.
- 205 Many older children respond quickly and purposefully in a range of situations, which demonstrates their understanding of instructions given in Welsh.
- 206 Overall, most children across the school are confident in their responses in Welsh.

#### **Shortcomings**

- 207 There are no important shortcomings.

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

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

#### **Outstanding features**

- 208 Throughout the Foundation Phase, children in all classes develop an excellent understanding of the world around them through visitors to the school, local visits within their community and beyond, and stimulating, exciting activities which absorb their attention. They show curiosity about the world around them and are confident in making choices and sustaining interest in their activities.
- 209 The youngest children make careful observations of mini beasts found in their outdoor area. Most children ask relevant questions and identify a range of creatures. Most describe the pattern left by a slug trail vividly and a few accurately observe the differences between slugs, snails and worms. All children show outstanding curiosity and wonder at the creatures they have discovered.
- 210 At the upper end of the Foundation Phase, children visit the local fish market and bring a wide selection of fish back to school. They show great curiosity in observing the fish and link the experience to their recent visit to the seaside demonstrating a very good, and sometimes outstanding, understanding of the environment.

#### **Good features**

- 211 Younger children have a good knowledge of interesting facts about the moon. Through role-play they travel through space, simulate weightlessness and know that they need to take oxygen with them. The majority confidently describe journeys they could make and talk about different types of transport they would use.
- 212 Older children confidently make bread. Most children describe the ingredients and correctly sequence the instructions for making it and, using appropriate vocabulary, describe how the mixture changes when it is heated. Nearly all children have a developing appreciation of the difference between man-made and natural materials which is enhanced by consistently well-planned activities in the outdoors.
- 213 By the end of the Foundation Phase, children confidently recall their visits to Castell Coch and St. Fagans. Nearly all children they talk knowledgeably about toys and buildings from long ago and have a good understanding of how things were different in the past.
- 214 Across the Foundation Phase, the majority of children are developing good information and communication technology skills. They use the internet with adult help, use paint programs independently and enjoy programming robotic toys to follow simple instructions.

#### **Shortcomings**

- 215 There are no important shortcomings.

## **Physical development**

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

#### **Good features**

- 216 Throughout the Foundation phase, children make good progress in developing their physical skills.
- 217 All the 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. The majority of children are aware of the space around them and successfully avoid each other when they are using wheeled toys or they are using apparatus in the hall. Nearly all children become increasingly proficient in exploring different ways of moving and begin to develop basic sequences of movements in their gymnastics and in dance. Most show good body control and balance when moving to music.
- 218 At different levels, nearly all children work safely with each other and with equipment. They have a good awareness of the effect of exercise on their bodies and understand the need to 'warm up' and 'cool down'. All children willingly help in moving apparatus and handle it properly when helping to take it out and put it away. The majority are confident in the outdoor environment running, jumping and landing off equipment and enjoy climbing or exploring natural features in the 'Forest School'.
- 219 Most children develop appropriate manipulative skills. They use scissors correctly to cut on a defined line. Many thread and lace effectively and manipulate dough and plasticine to create recognisable letters, numbers and shapes. Many outline simple patterns, letters and numbers and shapes on the interactive whiteboard. Older children use knives and forks properly at snack and dinner time. The majority of children have sufficient control to use pencils and crayons successfully to include detail in their work. Most enjoy completing inset puzzles and jigsaws of increasing complexity. They develop different ways of manipulating paper: ripping, tearing, twisting and scrunching in their creative work. Most are very competent in using a computer mouse.
- 220 All children participate enthusiastically and imaginatively in physical activities both individually and in small groups, sharing ideas and helping each other in the 'Forest School' environment.

#### **Shortcomings**

- 221 There are no important shortcomings.

## **Creative development**

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

#### **Good features**

- 222 Nearly all children in the Foundation phase develop their creative skills well and make good progress.
- 223 Most younger children develop their skills of rolling, pinching, twisting and joining clay well to make lifelike slug, snail and worm three-dimensional models of a good quality. They make suitable choices of colour before dripping, splashing, and flicking paint onto their butterfly outlines. Their teddy bear observational drawing in wax crayon shows good detail in depicting a furry covering.
- 224 Older children explore and experiment, enthusiastically and competently with a very wide range of interesting techniques and creative materials such as clay, pasta, sequins, paint, charcoal and chalk.
- 225 The quality of children's role-play and creative movement, right across the Foundation Phase, is very good because it is an integral part of their everyday learning.
- 226 Most children display good co-ordination and control in their imaginative dance sequences, and can refine their movements in response to a change of mood or rhythm. They work creatively and independently, and collaborate well with each other, to express their own ideas, link their movements, and change body shapes and pathways.
- 227 Prior to creating an imaginative dance sequence to accompany their "Under the Sea" topic, older children use an expressive vocabulary to describe the mood and feelings that the music evokes.
- 228 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. Nearly all respond with good attention and delight in their musical activities.
- 229 When older children prepare and rehearse a composition on non-tuned instruments in response to jazz music, they perform with pleasure, enthusiasm, and competence. Most children accurately identify instruments of the orchestra after listening intently to the music. The majority create and perform a good rhythmic accompaniment for their dance, keeping a good steady jazz beat.

#### **Shortcomings**

- 230 There are no important shortcomings.

## Subjects at Key Stage 2

### English

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

231 Nearly all pupils who join the school are new to the English language. Many other pupils are at an early stage of acquiring English or are continuing to develop their competence. A few older pupils join the school with little previous experience of school or understanding of the conventions of school life. A minority have no culture or tradition of reading and writing. Taking these factors into consideration, the progress made by pupils whose first language is not English is outstanding, enabling them to reach good standards in their literacy and communication.

#### Good features

232 Nearly all pupils show good listening skills. Most are eager to answer their teacher's questions and, when challenged, attempt to refine and extend their answers. The majority of pupils towards the end of key stage 2 speak confidently and clearly. When reading from a play-script, many pupils read with good expression and adopt "character" voices.

233 In group, guided-reading sessions, most pupils in year 3 read the texts with good expression, showing a good knowledge of letter sounds and a range of decoding skills. Many older pupils use context cues and illustrations well to improve their understanding. When taking notes, many pupils in year 6 scan a page quickly and accurately to find the main points in a passage. Most understand that writing notes in short phrases is acceptable but, for final drafts, punctuated sentences are required.

234 Many pupils in lower key stage 2 write imaginative adaptations to an original story. They prepare a first draft which they then check for correct spelling and punctuation. Nearly all pupils in most classes have good posture and grip write neatly and legibly. Many pupils use good adjectives and imagery in their poems about crocodiles.

235 Pupils, throughout the key stage, consistently work at a good pace to produce extended pieces of writing. The majority of pupils write appropriately in a range of styles for different purposes and audiences. Year 4 pupils write interesting play scripts about King Midas and Dionysus, with appropriate stage directions.

236 The majority of older key stage 2 pupils make good use of similes and metaphors in their creative writing. Year 6 pupils write powerful poems which contrast war and peace, associating colours with each. The diary of Anne Frank inspires many pupils to empathise with her and to write moving diary entries emulating hers.

237 In year 6, the majority of pupils consolidate their knowledge of spelling rules, prefixes and suffixes and the spelling rules associated with them. The ability

of many pupils to use apostrophes, speech marks and other punctuation conventions correctly improves consistently throughout the key stage.

- 238 Most older key stage 2 pupils correctly set out formal letters of protest. They use paragraphs correctly to order their ideas and assemble a convincing argument against the deforestation of tropical rainforests.
- 239 Across key stage 2, effective support within the classrooms or in small withdrawal groups ensures that pupils with SEN make good, and sometimes outstanding, progress in reading and writing.

### **Shortcomings**

- 240 There are no important shortcomings.

## **Information technology**

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

#### **Good features**

- 241 Nearly all pupils in key stage 2 make good progress in developing their word processing skills to publish newspapers and posters. Most pupils confidently change text, font and colour using a wide range of art packages demonstrating independence in saving, editing and printing.
- 242 The majority use spreadsheets and databases accurately to produce an appropriate range of effective graphs to analyse and illustrate results.
- 243 Throughout the key stage, nearly all pupils enhance and enrich their learning through the use of digital cameras, video conferencing and by using the interactive whiteboards.
- 244 Younger pupils make good use of the internet to research information on mountains, rivers and historical information about the Tudors. Most pupils adapt and employ this information well to produce creative art work and writing.
- 245 Most pupils in key stage 2 display increasing confidence and understanding in planning and creating interesting multi-media presentations. Older pupils produce very effective power point presentations. The majority know how to access a search engine successfully and independently to research and gather data in order to produce an information sheet on Wales and rainforests.
- 246 Most pupils display very good skills when using various functions to incorporate texts, graphics and pictures into their work. They recognise and analyse information accurately and accurately label their work in English and Welsh when researching into healthy foods.

- 247 The very good adult support provided to pupils with SEN or who have English as an additional language enables them to make good progress acquiring knowledge, understanding and skills in information technology.

### **Shortcomings**

- 248 There are no important shortcomings.

## **History**

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

#### **Good features**

- 249 Most pupils are developing an appropriate historical vocabulary and many pupils have a good recall of the periods they study and a developing understanding of why events happened and their consequences for modern day life.
- 250 The majority of pupils at the lower end of key stage 2 use their historical enquiry skills well to find evidence of the original parts of their school and compare and contrast them with newer alterations. They ask appropriate questions and compare their search to history detectives. Many explain clearly how the school has changed and suggest plausible reasons why the changes have happened.
- 251 Nearly all pupils in year 4 construct a timeline showing homes from Celtic, Roman, Tudor and modern times. Following this, they show good research and enquiry skills when using the interactive whiteboard, DVDs, books and the internet to select specific information to research Tudor homes. Most pupils construct good quality models of Tudor homes and many show developing skills of chronology as they compare features of homes from other periods of history.
- 252 Towards the upper end of key stage 2, most pupils successfully compare and contrast paintings showing different aspects of life in Victorian times. Many use their historical enquiry skills well to draw generalisations between the paintings and many talk knowledgeably about life in Victorian times.
- 253 Most pupils in year 6 show a developing knowledge of life in the 1960s and 1970s. They consider differing views and representations of the availability of holidays at that time and using available evidence, they show good understanding of differences in travel, culture and weather between holidaying in Wales and the emerging package holidays abroad.

#### **Shortcomings**

- 254 Although there are no important shortcomings, many pupils' understanding of chronology is not consistently developed across the key stage.

## Physical education

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

#### Good features

- 255 In key stage 2, nearly all pupils demonstrate a good knowledge and understanding of the principles of exercising the body in the context of healthy living.
- 256 In gymnastics, the majority succeed in making effective use of the space around them whilst moving around the hall. They devise appropriate footwork to represent different ways of moving and explain orally the shapes and forms they are creating. They show increasing control of their ability to balance and to change direction. Many older pupils in key stage 2 create inventive and imaginative sequences which they perform with flair and purpose when using the apparatus.
- 257 The majority of younger key stage 2 pupils demonstrate an appropriate awareness of speed and body rhythm when dancing to music. Most make good progress in developing clarity of shape and in improving the quality of their movement.
- 258 Nearly all younger pupils in key stage 2 consolidate their running, jumping and throwing skills well whilst learning to calculate and record their performance accurately.
- 259 Most pupils in year 6 make very good progress and attain good standards in their swimming. Following an intensive two-week training course, a quarter of the pupils gained Level 3 of the Amateur Swimming Association's National Teaching Plan for swimming.
- 260 Throughout the key stage, most pupils show an increasing ability to extend their individual skills to performing good quality pair and group work. They show increasing confidence and creativity and a well developing ability to evaluate their own and others' performances, noting appropriate ways to improve.
- 261 Pupils with additional language or learning needs participate fully in the activities and not only progress well in developing their physical skills but also use every opportunity to enhance their non-verbal communication and social skills.

#### Shortcomings

- 262 There are no important shortcomings.

## School's response to the inspection

The staff, governing body, parents, pupils and the wider school community are delighted that the inspectors found Kitchener Primary to be an outstanding school which provides high quality teaching, a vibrant and stimulating curriculum, strong parental and community links, a firm ethos of care, support and guidance and highly effective leadership and management.

The school is particularly pleased that the overall provision for children in the Foundation Phase Pilot was deemed to be outstanding. As a pilot setting, it has been a great challenge to develop the curriculum, outdoor and indoor areas and Forest School over the past five years and it is very rewarding for staff and governors to see their practice validated by Estyn in this way.

The passion, commitment, enthusiasm, equal opportunity and equal access for the whole school team are clearly acknowledged in the report. Governors are pleased that the inspectors found that all the teachers are secure and confident in the knowledge and principles of the Foundation Phase and the new curriculum orders for key stage 2.

The school is also very pleased to see that the views of the pupils to the different beliefs, attitudes, faiths and cultural traditions which are apparent in the school community is outstanding. This is central to the work of our school.

The inspection report also recognises that the school has significantly improved standards since the last inspection.

An action plan will be formulated by the staff and governing body to address the recommendations in the report. The school can confidently address the need to improve pupils bilingual skills in English and Welsh as well as continue to develop pupils' thinking and problem-solving skills in key stage 2, to raise standards even further, particularly for the more able and talented pupils.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors annual report to parents will report on the progress we are making on the inspection recommendations.

The school would like to express its' gratitude to the inspection team for the highly organised, professional and courteous manner in which the inspection was conducted.

## Appendix 1

### Basic information about the school

Name of school	Kitchener Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Kitchener Road, Canton, Cardiff
Postcode	CF11 6HT
Telephone number	02920 387505

Head teacher	Mrs Jane E Evans
Date of appointment	September 2001
Chair of governors	Mr Alan Evans
Registered inspector	Dr Jim Hewitt
Dates of inspection	April 27 - 30 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	45	60	60	42	58	55	50	44	414

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	8	22

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	NA
Average class size, excluding nursery and special classes	26
Teacher (fte): class ratio	1.2 :1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	82.9	90.6	92.6
Autumn 2008	77.7	84.5	88.6
Spring 2009	83.6	88.8	92.3

Percentage of pupils entitled to free school meals	28.8
Number of pupils excluded during 12 months prior to inspection	5

## Appendix 3

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

The school is a pilot for implementing the Foundation Phase for the Welsh Assembly Government and therefore this key stage is disapplied from the National Curriculum. No comparison data is available.

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

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		43		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	33	54	14
		National	0	0	0	1	1	3	16	51	29
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	2	19	54	26
		National	0	0	0	1	1	3	15	51	30
Science	Teacher assessment	School	0	0	0	0	0	0	23	56	21
		National	0	0	0	1	1	2	11	54	32

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	67	In the school	n/a
In Wales	76	In Wales	n/a

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

Because some percentages have been rounded up or down, they may not always total 100 per cent

National percentages are derived from 2008 data.

## Appendix 4

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

Six inspectors spent the equivalent of 20 inspector days in the school and met as a team before the inspection. A peer assessor also attended for three days of the inspection. Additionally, the head teacher acted as nominee.

These inspectors visited:

- 53 lessons or part lessons in four subjects and seven areas of learning;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context. Summary. Recommendations Key Question 1; Key Question 5 Aspects of Key Question 4 SEN provision; EAL provision Aspects of the Foundation Phase. Physical education
Mr Chris Dolby Team Inspector	Aspects of Key Questions 1 and 2 Aspects of EAL; Aspects of the Foundation Phase English
Mrs Kay Andrews Team Inspector	Aspects of Key Question 1 Aspects of Key Question 4 Aspects of EAL. Foundation Phase
Mr Enir Morgan Team inspector	Aspects of Key Question 1 Aspects of Key Question 3 Aspects of the Foundation Phase Information technology
Mrs Sue Parsons Team inspector	Aspects of Key Question 2. Key Question 6 Aspects of the Foundation Phase. History
Mr Ted Tipper Lay Inspector	Aspects of Key Questions 1, 3, 4 and 5
Mrs Julie Jones Peer Assessor	Contribution to lesson observations and team discussions, scrutiny of pupils' work, discussions with pupils and staff.
Mrs Jane E Evans Head teacher and Nominee	Liaison with inspectors, contribution to team discussions and the school's response

#### The contractor was:

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#### Acknowledgement

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