

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

A Report on the Quality of Education in

**Llysfaen Primary School
Rowan Way, Lisvane
Cardiff, CF14 0TB**

School Number: 6812147

Date of Inspection: 23/03/09

by

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79524**

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Llysfaen 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 Llysfaen Primary School took place between 23/03/09 and 25/03/09. An independent team of inspectors, led by Terry Lynn Williams undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 **short** 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

Contents	Page
Context	1
Summary	3
Recommendations	7
Standards	8
Key Question 1: How well do learners achieve?	8
The quality of education and training	9
Key Question 2: How effective are teaching, training and assessment?	9
Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	12
Key Question 4: How well are learners cared for, guided and supported?	13
Leadership and management	16
Key Question 5: How effective are leadership and strategic management?	16
Key Question 6: How well do leaders and managers evaluate and improve quality and standards?	17
Key Question 7: How efficient are leaders and managers in using resources?	18
School's response to the inspection	21
Appendices	22
1 Basic information about the school	22
2 School data and indicators	22
3 National Curriculum assessments results	23
4 Evidence base of the inspection	24
5 Composition and responsibilities of the inspection team	25

Context

The nature of the provider

- 1 Llysfaen Primary School was built in 1967 and occupies a pleasant location with extensive grounds in the village of Lisvane – a suburb of Cardiff. Most pupils live in or near the catchment area.
- 2 The area is advantaged with the local housing consisting of a mixture of traditional and modern large family homes. Around 2.6% of the pupils are entitled to free school meals, which is well below the national average, and 93% come from homes where English is the dominant spoken language. A small minority of children are judged to be socially disadvantaged
- 3 The school is a modern single storey building and consists of a main school block housing reception and the majority of KS1 classes and separate Portakabin classrooms accommodating year 2 and KS2 classes.
- 4 There is one large and one smaller playground and several purpose-built environmental areas. A large grassed area also exists, which is used extensively for school sport.
- 5 The school currently caters for 372 pupils taught in 14 single age classes. The school identifies a high number of pupils with additional learning needs and includes 14% of the pupils on the SEN register at School Action or School Action Plus. 1.3% of the pupils have a statement of SEN. Approximately 7% have English as an additional language on entry to the school, but there are none who are naturally Welsh speaking.
- 6 The school has gained the Basic Skills Quality Mark for the second time. It has also gained the Eco Schools Silver Award.
- 7 The governors and staff have worked together to produce a vision statement and a School Improvement Plan, which highlights the school's immediate priorities. There is also a three-year development plan up to 2011.
- 8 The school was last inspected in the spring term 2003.

The school's priorities and targets

9 The school's main priorities for improvement as outlined in the 2008 - 2009 School Improvement Plan are to:

- To continue to raise standards in literacy.
- Continue to raise the standards of teaching and learning in Welsh.
- To further enhance and improve the teaching and learning of IT throughout the school.
- To ensure the more able children have opportunities to develop thinking skills and independent skills.
- To improve standards in the teaching and learning of scientific skills.
- To further improve the standard and quality of teaching and learning Art.
- Teaching and Learning of Design Technology.
- To develop thinking skills across both key stages in Music.
- Continue to raise the standards of learning and Teaching in P.E.
- To develop a greater emphasis on a skills based approach to the study of history.
- To further develop strategies to improve teaching and learning of mathematics.
- To improve the provision of Outdoor Education in the Early Years.
- To review Medium term planning in line with new advice on Foundation Phase.
- To improve the provision of Health Education across the Key Stages.

10 The school's main priorities for improvement as outlined in the 3 year development plan are:

- Further development of the Transition Plan.
- Continue to develop the outdoor learning environment.
- Carry out a revision of KS 1 Schemes Of Work (SOW) in light of the Foundation Phase (FP).
- Continue to review Subject Policies and SOW ensuring a skills based/child centred curriculum.
- Further enhance the Learning and Teaching of Information Technology (IT) and Information Communication Technology (ICT).
- Further improve moderation and the production of Portfolios for all subjects.
- Monitor and renew resources for all subjects.

Summary

- 11 Llysfaen is a very good school with many outstanding features. The effective, thoughtful and purposeful leadership of the headteacher combined with excellent teamwork ensures the children reach very high standards in their academic and personal achievements.
- 12 Relationships between staff and pupils throughout the school are warm and caring and as a result, children feel confident and are highly motivated to learn more.

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

- 13 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.
- 14 Standards in the early years are good with some outstanding features. Children make very good progress in key skills and all children are able to read by the end of the early years. Most children make very good progress in almost all areas of learning.
- 15 Pupils in both Key Stages achieve very good standards across the curriculum and make excellent progress, as they get older. Pupils achieve excellent standards in nearly all their key skills including; numeracy, and ICT. Their communication skills of reading, writing and spelling, speaking and listening are equally impressive. Pupils' bilingual competence however, is not as well developed but their confidence in using these skills is improving.

- 16 Results of teacher assessments for pupils at the end of both key stage 1 and 2 are consistently above results for other schools locally and nationally. When compared with similar schools for benchmarking purposes, results for the school feature well, especially for those at the end of key stage 2.
- 17 An outstanding feature at the school is the consistently high number of pupils achieving the highest levels in the end of key stage assessments. In 2008 nearly half of the pupils in key stage one achieved level three in all core subjects whilst in key stage two 96% of the children achieved the core subject indicator (CSI) of level four or above in all three core subjects.
- 18 Pupils communicate well with each other and with adults. They are confident in expressing their views and in questioning others. Pupils' behaviour throughout the school is exemplary. Almost all pupils appear mature beyond their age and their attitude to work is very good. They are respectful towards staff, visitors and each other.
- 19 Regardless of their social, ethnic or linguistic background, including pupils with English as an Additional Language (EAL), pupils make very good progress. Their attitude to learning is very positive and nearly all pupils develop the capacity to work independently. There is no significant difference or trends over time between the attainment of boys and girls in the end of key stage assessments.
- 20 All pupils make outstanding progress in their spiritual, personal, moral, social and cultural development. They have an excellent understanding of equality of opportunity and the need for racial tolerance.
- 21 Attendance averaged 94.8% for the three terms prior to the inspection. Unauthorised absence is low and punctuality is good for the start of the day and all activities. There have been no exclusions from the school for over eight years.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

- 22 These figures are well above the national picture reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was good or better in 83% of lessons. In this inspection the quality of teaching was judged to be good or better in all the lessons observed with 45% of lessons placed in the highest category compared to the national picture of 16% of lessons being Grade 1.
- 23 A very strong feature of the quality of teaching throughout the school is its consistency. Almost without exception, lessons are well paced and teachers succeed in stimulating and maintaining pupils' interest using a good variety of resources and techniques that help learners achieve the objectives of the lesson.

- 24 The quality of learning in the Early Years is good and all practitioners make significant contributions to children's learning.
- 25 Relationships between staff and pupils are outstanding. Teachers' expectations are consistently high. They manage pupils well using a firm but fair approach and make effective use of humour. There is a strong level of respect between teachers and learners.
- 26 Teachers very effectively develop pupils' skills as independent learners and this aspect of teaching is an outstanding feature of the school. They make very good use of strategies, which promote self-learning through practical based activities and investigation, and encourage pupils' skills of inquiry and research. Out of school, visits and residential trips for older pupils are used well as pupils learn life skills such as communication, team building and independence.
- 27 Teaching successfully takes into account the varying abilities of pupils. Teachers promote equality of opportunity and address the issues of gender, race and disability well. They identify appropriate resources and support to ensure that pupils of all abilities reach their maximum potential. They mark pupils' work with care and provide encouraging and reflective comments linked directly to each lesson objective.
- 28 A rigorous and thorough process of assessment is embedded in the school. The process is robust, promotes learning and helps teachers to identify individual needs well. Pupils are fully involved in the process of assessment and evaluate their own work and that of peers well.
- 29 The school has an excellent and detailed tracking system, which gives a clear picture of pupils' achievements as they progress through the school.
- 30 The school keeps parents and other interested parties well informed about the progress of pupils. The annual reports, formal and informal interviews with staff are excellent examples of how the school keeps everyone informed. The 'open door' policy is a very successful feature, which is praised by the vast majority of parents at the school.
- 31 The school provides a broad and balanced curriculum offering a rich and relevant menu which meets the needs and interests of the full range of pupils.
- 32 The range and quality of extra curricular activities offered to the children on a regular basis is an outstanding feature. Girls and boys are able to take part in academic and sporting clubs.
- 33 Pupils are very aware of environmental issues and sustainable development. They are represented well by the Eco Committee and School Council. The school has achieved the national Eco Schools Silver Award and is working towards gaining the Green Flag.
- 34 Very good opportunities exist for pupils to understand enterprise in business and learn about money. The Newspaper Club handles its own funds and a recent book fair run by pupils raised a substantial amount of money, which was used to purchase new books for the school.

- 35 The school works closely with parents and carers and this helps to contribute significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way in which the school regularly surveys and considers carefully the views and opinions of parents and carers and pupils about school life.
- 36 Excellent induction arrangements are in place. Children settle in quickly and confidently and pupils state how secure and safe they feel in the school. Pupils feel valued and the contribution pupils make to the life of the school is an outstanding feature.
- 37 Pupil's behaviour is exceptional in all settings and is an outstanding feature of the school.
- 38 There are clear, well-documented procedures for assuring the health, safety and well-being of pupils throughout the school, including risk assessments. Fire drills are practiced regularly and detailed records are kept. Pupils are supervised well at all times and clear procedures are in place to deal with any accidents and emergencies.

Leadership and management

- 39 The quality of the headteacher's leadership is an outstanding feature. Her professional management skills and leadership are extremely effective and a key element in the success of the school.
- 40 The headteacher has a vision for the school and insists on high standards. The school's positive ethos is reflected in the excellent team working and the confidence, trust and cooperation between staff, pupils, governors, parents and the wider community.
- 41 A very strong and effective senior leadership group (SLG) meets regularly to discuss whole school issues. The deputy headteacher plays a key role in supporting and leading others throughout the school. She has worked closely with the headteacher in promoting a culture of high expectations.
- 42 An effective performance management system helps staff to reflect on their work and in setting realistic and challenging targets for improvement for themselves and for the school. Performance management at all levels is an outstanding feature.
- 43 The headteacher and SLG share a common vision and the management team together with the governors, plan and budget carefully to enable all staff to receive appropriate training.
- 44 The governing body fulfils its role extremely effectively and satisfies all its legal duties conscientiously. Governors are very well informed of the school's life and work by the headteacher, and are included in important decisions on expenditure and strategic direction.

- 45 A culture of self-evaluation is firmly rooted in the life and work of the school, and there is clear evidence that this contributes towards maintaining and raising standards.
- 46 Staff are deployed effectively to make the best use of their strengths and experiences in a range of subjects across the curriculum. These skills are used during the school day and for out of school activities.
- 47 The school does not have a specifically allocated room for a library or designated computer suite and space is at a premium especially in the main hall. Despite these restrictions, the school provides a very well maintained and stimulating learning environment.
- 48 Members of staff work hard to create a positive learning environment for pupils. Displays of pupils' work celebrate their achievement and further enhance the appearance of the interior of the building.
- 49 Efficient and effective use is made of available resources. This is a strength of the school. Monitoring of the budget is carefully regulated, consistent and strategic to ensure that long-term projects that benefit the school are funded properly.
- 50 The range of resources is appropriate to pupils' age and needs. Subject leaders effectively monitor resources for their curriculum areas and ensure that they are used well, updated regularly and accessible to all.
- 51 The school has worked hard to build on the previous successful inspection in 2003. This inspection team believes that the school gives very good value for money

Recommendations

- 52 In order to maintain the existing high standards and to develop further the school needs to:

R1. Continue to develop and enhance pupils' bilingual skills.

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

- 53 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 54 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.
- 55 Standards in the early years are good with outstanding features. Children make very good progress in key skills and all children including those with English as an Additional Language (EAL) are able to read by end of EY. Most children make very good progress in almost all areas of learning.
- 56 End of KS1 results have consistently been above local and National figures over 5 years. The results compare favourably when compared to schools with similar figures for free school meals (fsm). An outstanding feature is the high number of children consistently achieving level 3. In 2008, for example 49% achieved L3 in English, 49% in mathematics and 51% in science. The Core Subject Indicator (CSI) was 91.5% in 2008 and, 96.4% in 07. These figures are well above local and National figures.
- 57 In the end of KS2 teacher assessments, results show that pupils achieve standards, which are well above local and National averages in all subjects and in the CSI. In 2008, the CSI for the school was 96.1% when the local average was 76% and National average was 75%. When compared with schools with similar fsm the results are favourable.
- 58 Pupils in both Key Stages achieve very good standards across the curriculum and make excellent progress as they go through the school. Standards in reading, writing and spelling are excellent. Pupils' bilingual competence is not as well developed as their abilities in other areas however; this is improving.
- 59 Regardless of their social, ethnic or linguistic background, pupils including those with EAL make very good progress. Their attitude to learning is very positive and nearly all pupils develop the capacity to work independently. Although girls outperformed the boys in the latest end of key stage assessments there is no significant difference or trend over time.
- 60 All pupils make outstanding progress in their spiritual, personal, moral, social and cultural development. They have an excellent understanding of equality of opportunity and the need for racial tolerance.
- 61 Throughout the school, pupils are involved in self-evaluation and they are very aware of how well they are progressing and what they need to do to improve.

Pupil's behaviour is exceptional in all settings and is an outstanding feature of the school. Almost all pupils appear mature beyond their age and their attitude to work is very good. They are respectful towards staff, visitors and each other.

- 62 Attendance averaged 94.8% for the three terms prior to the inspection. Unauthorised absence is low and punctuality is good for the start of the day and all activities. The registration system meets statutory requirements. Data is recorded accurately and there are systems in place to monitor long-term absentees and help them on their return. There have been no exclusions from the school for over eight years.
- 63 Pupils celebrate various cultural and religious events through an annual International Day, Chinese New Year, Diwali, St David's Day and good use is made of visit by parents to explain their cultures and work with pupils.
- 64 Pupils benefit from meeting visitors from the world of work who include for example an aero technician, doctors, and nurses, the Police, Fire Service, professional musicians, sportsmen, magistrates, journalists, the local MP and AM.

The quality of education and training

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

Grade 1: Good with outstanding features

- 65 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 66 The quality of teaching in the lessons observed was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
45%	55%	0%	0%	0%

- 67 These figures are well above the national picture reported by HMCI in the Annual Report 2007/2008 (primary) where the quality of teaching was good or better in 83% of lessons. In this inspection the quality of teaching was judged to be good or better in all the lessons observed with 45% of lessons placed in the highest category compared to the national picture of 16% of lessons being Grade 1.
- 68 A very strong feature of the quality of teaching throughout the school is its consistency. Almost without exception, lessons are well paced and teachers succeed in stimulating and maintaining pupils' interest using a good variety of resources and techniques that help learners achieve the objectives of the lesson.
- 69 Teachers motivate pupils very well and encourage their involvement in more challenging activities. They actively encourage pupils to develop their thinking

skills. Teachers promote an effective working environment and successfully use different approaches to learning which are suited to pupils' needs and abilities. These are outstanding features of teachers' lesson planning and practice.

- 70 The quality of learning in the Early Years is good and all practitioners make significant contributions to children's learning. Teachers and learning support assistants in both key stage 1 and 2 work very closely together and know the pupils very well. Learning support assistants have a clear understanding of their role and are extremely effective in their work.
- 71 Relationships between staff and pupils are outstanding. Teachers' expectations are consistently high. They manage pupils well using a firm but fair approach and make effective use of humour. There is a strong level of respect between teachers and learners. This effectively and successfully fosters and develops pupils' positive attitudes to learning and promotes the achievement of high standards.
- 72 Teachers have good subject knowledge in most subjects and use their knowledge to provide the pupils with a greater understanding of key points within the lessons. Teachers' planning is detailed and focussed and shows good and outstanding features.
- 73 Careful planning successfully develops termly targets, which are broken down into individual lessons. Staff plan together well to identify clear and achievable learning objectives and outcomes for each lesson. Teachers clearly explain the lesson objectives to all pupils at the beginning of each lesson. Pupils are fully aware of the expected outcomes and confidently discuss these in the plenary at the end of the lesson.
- 74 A wide range of different teaching strategies successfully promotes pupils' learning particularly through the inclusion of practical activities, listening opportunities, visual stimulation and some very good use of ICT. Staff use open questions very effectively to develop pupils' thinking and reasoning. Teachers ensure that pupils are clear about what they are trying to achieve and help them to establish the best ways of judging their success.
- 75 Teachers very effectively develop pupils' skills as independent learners and this aspect of teaching is an outstanding feature of the school. They make very good use of strategies, which promotes self-learning through practical based activities and investigation, and encourage pupils' skills of inquiry and research. Out of school, visits and residential trips for older pupils are valuable as pupils learn life skills such as communication, team building and independence.
- 76 Teaching successfully takes into account the varying abilities of pupils. Teachers promote equality of opportunity and address the issues of gender, race and disability well. They identify appropriate resources and support to ensure that pupils of all abilities may reach their maximum potential. They mark pupils' work with care and provide encouraging and reflective comments linked directly to each lesson objective.

- 77 Although all documents and planning make reference to 'Y Cwricwlwm Cymreig' teachers do not always provide sufficient opportunities for pupils to acquire wide enough experiences and knowledge of Welsh life and culture. Teachers make inconsistent use of incidental Welsh to provide bilingual appropriate experiences for pupils across all key stages. However, the school has identified this area for development and has made a good start.
- 78 In each lesson, work is planned well to support pupils of all abilities and teachers make very effective arrangements for pupils' differing needs. This is an outstanding feature of the school's work. Teachers differentiate pupils' work well according to task, support, resource or outcome as appropriate. All staff are fully involved in the process of planning activities to enable pupils with ALN and those on the SEN register to meet the targets identified in their Individual Education Plans (IEPs). Teachers provide pupils' who are more able and talented, and those who work at a faster rate, with effective challenges to enhance their learning.
- 79 A rigorous and thorough process of assessment embedded in the school. The process is robust, uses attainment tests that indicate how well pupils are performing, promotes learning and helps teachers to identify individual needs well. The school's assessment procedures are well structured and contain many good and outstanding features.
- 80 The school's procedures for assessing and reporting on the NC and on pupils' progress at the end of key stages fully meet statutory requirements. The school plays a full and active role with other local schools in standardisation and moderation of teacher assessments at key stage 2.
- 81 The school has an excellent and detailed tracking system, which gives a clear picture of pupils' achievements as they progress through the school.
- 82 Staff are involved in detailed analysis of data and are aware of trends for different pupil groups. Excellent use is made of the information to identify strengths and areas for development. This thorough analysis of data helps the teachers to set realistic and challenging targets for the pupils.
- 83 Pupils are fully involved in the process of assessment and evaluating their own work and that of their peers well. Clear and agreed criteria are shared with pupils and used well to ensure a structured approach to assessing everyday tasks.
- 84 The school has a consistent approach to marking which not only celebrates success but also identifies areas to develop and sets targets for the future. The school places great emphasis on good presentation of pupils' work.
- 85 The school keeps parents and other interested parties well informed about the progress of pupils. The annual reports, formal and informal interviews with staff are excellent examples of how the school keeps everyone informed. The 'open door' policy is a very successful feature, which is praised by the vast majority of parents at the school,

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

- 86 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 87 The school provides a broad and balanced curriculum offering a rich and relevant menu, which addresses the needs and interests of the range of children.
- 88 The range and quality of extra curricular activities offered to the children on a regular basis is an outstanding feature. Girls and boys are able to take part in a range of academic and sporting clubs. The wide variety of sports clubs available to pupils has increased significantly over the past four years and pupils are able to compete locally and regionally through some of them.
- 89 The whole school approach to planning for the development of key skills is a very strong feature at the school. All staff have a good understanding of what is involved and apply a consistent approach throughout the school. Individual lesson plans identify the skills to be developed and the aims and objectives for each lesson are shared with the children. This helps the children to take greater ownership of their own learning.
- 90 There are suitable learning experiences for promoting spiritual, moral, social and cultural development. Pupils' spiritual development is promoted well through daily acts of collective worship, circle time and religious education lessons. The acts of collective worship fulfil statutory requirements.
- 91 The school has gained its second Basic Skills Quality Mark.
- 92 The Cwricwlwm Cymreig features well in all documentation and the school is beginning to give this aspect greater prominence in the curriculum, daily routines and activities such as residential visits to Llangrannog and Stackpole. However, this needs to be given an even higher profile.
- 93 Welsh as a second language is being promoted more but is at an early stage of development. The use of the 'tocyn iaith' scheme for example is used well by some members of staff however; this reward system is not used consistently throughout the school.
- 94 A wide variety of people from industry and the world of work visit the school to talk to pupils and the impact this has on learning is a very good feature. Examples include a Police schools liaison officer who delivers a programme, which deals with personal safety, and pupils' working with a Cardiff Parks ranger. There are good links with the ECHO newspaper and Careers Wales visit the school. Teachers have shadowed others such as magistrates and the local Assembly Member (AM) and Member of Parliament (MP).
- 95 Teachers have experienced placements with the Local Authority (LA) to help curriculum development. Recent links with a company looking at Physical

- Education (PE) and the 2012 Olympics involving staff and professional athletes was very useful.
- 96 The school has achieved the national Eco Schools Silver Award and is working towards the Green Flag.
- 97 There is an active Eco Council and an Eco Club meets regularly. The former is represented on the School Council. Paper, card and school uniforms are amongst the items recycled. Compost is created for the garden sections using 'Rolly Pig'. Pupils and staff are encouraged to save electricity and water at every opportunity. All these activities promote sustainable development well.
- 98 In 2008, pupils visited an ecological site in Stackpole, Pembrokeshire to work on various projects and this has stimulated many environmental initiatives at the school.
- 99 International links have been developed with a school in Uganda and these help develop pupils' awareness and ideas of global citizenship. Llysfaen School has raised significant funds to supply paper and pens and is collecting old computers and IT equipment to send to the school in Uganda.
- 100 Very good opportunities exist for pupils to understand enterprise in business and learn about money. The Newspaper Club (school newsletter) handles its own funds and a recent book fair run by pupils raised a substantial amount of money, which was used effectively to buy new resources.
- 101 At the last school, fete pupils were responsible for creating stalls and games and working on all elements of raising funds, including costing, manufacture and marketing.

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

Grade 1: Good with outstanding features

- 102 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 103 The quality of care, support and guidance and the attention paid to pupils' emotional, social and personal needs are outstanding, reflecting the school's positive ethos.
- 104 The relationship between staff and pupils is very strong. The Headteacher and staff set very good examples for the pupils. The school has a good and productive partnership with a wide range of agencies and support services, to ensure key personnel are involved in assessing pupils' needs carefully.
- 105 The school works closely with parents and carers and this helps to contribute significantly to the quality of support and guidance offered to pupils. An outstanding feature is the way in which the school regularly surveys and

- considers carefully the views and opinions of parents and carers and pupils about school life.
- 106 The school communicates well with parents, including the informative prospectus, an information board, curriculum meetings, information leaflets, newsletters and the school website.
 - 107 The responses to the pre-inspection questionnaires and meeting show that the vast majority of parents are happy with the care and support their children receive and find it easy to approach the school about concerns or problems about their children.
 - 108 The School Council along with the active Eco and Newspaper committees, undertake their duties conscientiously. Pupils feel valued and the contribution pupils make to the life of the school is an outstanding feature.
 - 109 Excellent induction arrangements are in place. Children settle in quickly and confidently and pupils' state how secure and safe they feel in the school. New pupils are given 'pupil buddies' to help them settle in the school. Arrangements for pupils transferring to secondary school are very well established and effective.
 - 110 The school provides outstanding personal support and guidance for pupils, both socially and academically. Health education, sex education, drugs awareness and emotional well-being are given appropriate attention and staff are skilled at delivering these aspects with tact and sensitivity, as for example through structured programmes.
 - 111 The school's monitoring of behaviour, punctuality and attendance is comprehensive and rigorous. The school's policies and procedures to promote good behaviour are outstanding and teaching and support staff implement a range of effective strategies to secure the most positive behaviour and attitudes.
 - 112 There are clear, well-documented procedures for assuring the health, safety and well-being of pupils throughout the school, including risk assessments. Fire drills are practised and recorded on a regular basis.
 - 113 Pupils are well supervised at all times and clear procedures are in place to deal with any accidents and emergencies. All staff are trained at various levels in first aid. Staff are very alert to the well-being of pupils and an outstanding feature is how they carry 'field note books' which are used to record observations and share concerns with other staff in morning 'briefing sessions'.
 - 114 The school's promotion of healthy eating and a healthy lifestyle is very effective and is evident through a variety of practices and procedures. There is a breakfast club and after-school club run by a commercial group, initiated by parents.
 - 115 There is a detailed policy and sound procedures for child protection. The headteacher is the designated member of staff for child protection, with the

deputy headteacher and other senior teachers taking responsibility during the headteacher's absence. All staff have received training and they know what to do in the event of an emerging issue. There is a designated governor for child protection.

- 116 The provision for pupils with SEN takes account of the statutory framework for inclusive education and complies fully with the SEN Code of Practice. SEN provision is good with outstanding features. The coordination of and provision for pupils with ALN is outstanding.
- 117 There is very effective early identification of pupils' needs. Information collated with a 'record of concerns' sheet is used very effectively to plan outstanding early support and provision. All pupils are very well supported and are fully included in all aspects of school life.
- 118 The identified targets for pupils in their IEPs and IBPs are clear, well written and specific to each pupil's needs. Targets are reviewed regularly and staff work very closely with parents at all stages. Parents value the support and care their children receive.
- 119 Pupils' progress is monitored rigorously and as a result of the excellent provision, pupils are removed from the register when sufficient progress has been made.
- 120 The policy and provision for pupils who are more able and talented ensures these pupils are well supported. Pupils who are learning English as an Additional Language (EAL) receive good support.
- 121 The management and monitoring of pupils' behaviour is highly effective. The school has adopted a policy of promoting each pupil's emotional well being through a range of supportive strategies across all age groups. This involves careful adaptation and implementation of the school's curriculum, which helps foster a strong desire to learn and promote high standards of behaviour.
- 122 The school's provision for equal opportunities is outstanding and reflects the inclusive ethos of the school. The vast majority of parent questionnaire returns agree that the school is effective in promoting equality and diversity.
- 123 The headteacher and staff know pupils very well and respect their individual needs. Teachers are skilled at promoting gender equality, and stereotypical views are challenged sensitively. All pupils regardless of their backgrounds, race, gender or ability are treated equally and with dignity and respect. Good race relations and diversity awareness is provided through the curriculum and the celebration of various cultural and religious events.
- 124 Boys and girls are given an equal opportunity to take part in all activities. Girls play in football and tag rugby teams. Boys play netball and take part in the annual 'Sherman Dance' competition.

- 125 The school makes all reasonable arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. There is a named governor for disability discrimination and the school's disability equality scheme and action plans are securely in place.
- 126 The measures taken by the school to eliminate oppressive behaviour including racial discrimination, bullying and all other forms of harassment are very effective. Such incidents are infrequent and staff and pupils are aware of what to do.
- 127 The school is a very inclusive, happy and supportive community where all pupils are valued equally. All staff members possess field notebooks in which they record even minor events so that emerging patterns of misbehaviour can be identified and quashed at an early stage.
- 128 Partnerships with external agencies such as social services, the Police and educational psychologist are well formed. All required CRB checks are within date.

Leadership and management

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

Grade 1: Good with outstanding features

- 129 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 130 The quality of leadership and management has many outstanding features. The headteacher provides effective, thoughtful and purposeful leadership. She has been at the forefront of setting and promoting a very positive ethos throughout the school. Her strong leadership in setting clear directions and promoting high expectations is an outstanding feature.
- 131 The deputy headteacher plays a key role in supporting and leading others throughout the school. She has worked closely with the headteacher in promoting a culture of high expectations.
- 132 A very strong and effective senior leadership group (SLG) meets regularly to discuss whole school issues. New members of this group have taken on their roles conscientiously. They represent their colleagues and areas of responsibility well. Members of the SLG work extremely well as a team and contribute fully to the successful management of the school.
- 133 All the relevant policies are in place and the aims are clearly understood and promoted throughout the school. There is a comprehensive programme in place to review policies to ensure that they reflect local and national priorities. Subject leaders and all members of staff contribute well to this process.

- 134 The performance management system is effective in helping staff to reflect on their work and in setting realistic and challenging targets for improvement for themselves and for the school. Performance management at all levels is an outstanding feature.
- 135 The headteacher and SLG share a common vision and the management team together with the governors, plan and budget carefully to enable all staff to receive appropriate training.
- 136 Members of staff and subject leaders embrace new initiatives with enthusiasm and the way that they have implemented the development of the skills curriculum at the school is an outstanding feature. The school takes very careful note of national priorities and local initiatives. The school is very active in promoting an awareness of healthy lifestyles and healthy diets, for example through the development of organised physical activities and games at lunchtime as well as in after-school clubs.
- 137 The governing body is very effective and supportive of the initiatives at the school. It is extremely well organised and has a committee structure which clearly sets out duties and responsibilities for each governor. The governing body acts as a very good critical friend to the school.
- 138 The governing body is very well informed and many of its members take an active part in monitoring the work of the school. They also take an active part in setting the strategic direction of the school.
- 139 Governors regularly review and discuss the policies and carry out detailed analysis of the data. Governors meet all the regulatory and legal requirements in a thorough and professional way. Financial management is very well organised and effective.

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

Grade 1: Good with outstanding features

- 140 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 141 The inspection team agrees with the school's judgement in all of the seven key questions. The governing body, headteacher and staff have a very good understanding of the school's performance, the standards achieved by children and pupils throughout the school and the quality of its provision.
- 142 The self-evaluation process is an outstanding feature at the school. The process involves all interested parties and reflects the views of pupils, parents, governors and staff. The school consults widely on a number of issues and carries out satisfaction surveys. The results of these surveys are analysed and many of the issues are reflected in the school improvement policy (SIP).

- 143 A strong culture of self-evaluation exists in the school and this can be seen in the children's evaluation of their own work and in the range of self-evaluation reports prepared by subject leaders. All members of staff understand the importance of good self-evaluation and play a full and active part in the process. The self-evaluation report is a very comprehensive and informative document.
- 144 There are clear links between the process of self-evaluation, performance management, staff development and expenditure. The SIP outlines clear priorities for action, success criteria, cost implications, responsibilities and dates for completion. Current targets are relevant to the school's needs and circumstances.
- 145 The Field notebooks kept by individual teachers and the excellent records kept provide first hand evidence of progress by individuals and groups of children.
- 146 The school draws on first hand evidence and regularly analyses performance data, trends over time and benchmarking information. It uses the evidence diagnostically to inform its self-evaluation process. Staff and governors analyse and consider in detail all relevant data to help set targets that are realistic and challenging.
- 147 The school improvement plan is a detailed working document, which reflects the priorities identified by the school in its thorough approach to self-evaluation. The school has a three-year development plan, which outlines a realistic vision for the future. These plans are excellent examples of the thoughtful and healthy approach to management at the school.

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

Grade 1: Good with outstanding features

- 148 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 149 The school is appropriately staffed with an effective team of qualified, experienced and specialist teachers and teaching assistants. Several new teachers have been appointed recently. Arrangements for the induction of new staff are very good.
- 150 Staff are effectively deployed to make very good use of their strengths and experiences in a range of subjects across the curriculum, during the school day and through out of school activities. They regularly share good practice. In particular, the senior management group ably guide all staff and their influence and impact on teaching and learning is considerable. This is an outstanding feature.
- 151 The school is committed to meeting the staffing ratios required for implementing the Foundation Phase in September 2009.

- 152 During the past year, local authority bi-lingual support staff expertise has been used to develop teaching staff within the school. This is an ongoing process.
- 153 Teachers and learning support assistants (LSAs) are well trained and take part in relevant and appropriate professional development. Teachers undertake relevant in-service courses to improve their knowledge and understanding of the curriculum. LSAs have benefited from accredited courses of various kinds.
- 154 Training is appropriately linked to areas of school improvement and performance management. Teachers and classroom support assistants work together very effectively as a team to provide good quality education for pupils of all abilities. The school has a very strong team spirit. This is an outstanding feature.
- 155 The part time school administrators carry out the daily routines effectively and efficiently. The canteen staff, midday supervisors and cleaners all make significant contributions to the efficiency of the school and the sense of community.
- 156 The school has purchased many personal computers and every classroom has an interactive whiteboard, and these are used very well. These investments have had a positive impact on pupils' learning and successfully raised standards across the subjects.
- 157 The school has developed parts of the outdoor area in preparation for the Foundation Phase. The use of the environment as a learning resource is being developed well. These improvements to the school grounds including the garden plots, picnic and seating areas and fitness trails are outstanding features. Many of these improvements result from the views and opinions of pupils. This is an outstanding feature of the school listening to learners. The governors have already approved further outdoor improvement work.
- 158 The two Early Years classes have a well-maintained outdoor learning area, with a number of interesting features which impacts on teaching and learning.
- 159 KS1 classes have a sensory garden, seating areas, marked playground games, a wooden assault course and planted shrubs. KS2 classes have a wooden climbing frame, jungle area; recycle garden, and playground markings for netball and football.
- 160 The site comprises one main single storey structure, with three additional terrapin buildings. The site is securely fenced and well maintained and school doors are locked during the day. Very effective use is made of all available facilities.
- 161 The school does not have a specifically allocated room for a library or designated computer suite and space is at a premium especially in the main hall. Despite these restrictions, the school provides a very well maintained and stimulating learning environment. Pupils' key skills in the use of ICT across the curriculum are judged to be good with outstanding features.

- 162 Members of staff work hard to create a positive learning environment for pupils. Displays of pupils' work celebrate their achievement and further enhance the appearance of the interior of the building.
- 163 The headteacher ensures that economic, efficient and effective use is made of available resources. This is a strength of the school. Monitoring of the budget is carefully regulated, consistent and strategic to ensure that long-term projects that will benefit the school are properly funded. All priorities for development and improvement are evaluated for their impact on standards. These are outstanding features.
- 164 The school has established a manageable system to enable all staff to be released for the statutory Planning, Preparation and Assessment time. Overall, this time is used effectively and has a very positive effect on standards.
- 165 The governing body meets regularly to plan and monitor spending decisions. The School Improvement Plan is effective in planning for raising standards and it recognises the importance of providing enough resources to ensure that the curriculum initiatives are adequately funded.
- 166 The range of resources is appropriate to pupils' age and needs. Subject leaders effectively monitor resources for their curriculum areas and ensure that they are used well, updated regularly and accessible to all.
- 167 The school gives very good value for money.

School's response to the inspection

The staff, pupils and governors of Llysfaen Primary School are delighted with the outcomes of the recent short inspection report which acknowledges the school's many strengths and outstanding features.

The award of Grade 1 in all seven Key Questions confirms the judgements made in our own self evaluation report and reflects the dedication and commitment by every member of staff and the governing body to achieve the best for all the pupils in our care.

The report has identified many outstanding areas within the school, a particular strength being the quality of teaching throughout the school with all lessons observed being good or better. This figure being well above the national figures reported by HMCI in the Annual Report 2007/2008. Also highlighted in the report was our work with the ALN of pupils, the excellent relationships between staff and pupils, the outstanding personal support and guidance for pupils both socially and academically and our rigorous assessment procedures of which we are justifiably proud.

The positive, caring ethos of the school was recognised and we are very proud of our pupils. We were delighted that the inspectors found their behaviour exemplary and that the children were respectful towards visitors, staff and each other.

The school would like to take this opportunity to thank the inspection team for their courtesy, integrity and professionalism during the inspection. Their findings are valued and the school will continue to work on the recommendation of the inspection and will be identified in the School Improvement Plan for 2009-2010.

Appendix 1

Basic information about the school

Name of school	Llysfaen Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	4 - 11
Address of school	Llysfaen Primary School Rowan Way, Lisvane Cardiff
Postcode	CF14 0TB
Telephone number	02920 756071

Headteacher	Mrs P Mackeddie
Date of appointment	2005
Chair of governors/ Appropriate authority	Dr Max Graham Cardiff LEA
Registered inspector	Mr Terry L Williams
Dates of inspection	March 23 – 25 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	N/A	54	59	51	49	57	51	51	372

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	1	16.5

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:27
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	26.6
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Spring 08	N/A	96.5	96
Summer 08	N/A	94.9	94.8
Autumn 08	N/A	95.1	95.2

Percentage of pupils entitled to free school meals	2.6
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:					48
Percentage of pupils at each level								
			D	W	1	2	3	
English:	Teacher assessment	School	0.0	0.0	9	42	49	
		National	0.2	3.5	13.8	63	19.4	
Mathematics	Teacher assessment	School	0.0	0.0	9	43	49	
		National	0.2	2.0	10.9	65.2	21.6	
Science	Teacher assessment	School	0.0	0.0	4	45	51	
		National	0.2	1.6	8.5	66.3	23.4	

National Curriculum Assessment Results End of key stage 2:

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6					52	
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0.0	0.0	0.0	0.0	4.0	27	69
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0.0	0.0	0.0	2.0	0.0	18	80
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0.0	0.0	0.0	2.0	0.0	31	67
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment			
In the school	96.1	In Wales	75.5

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

National Curriculum

Appendix 4

Evidence base of the inspection

Three inspectors spent a total of 14 inspector days at the school. A team meeting was held before the inspection.

The school's headteacher was the nominee.

Inspectors visited:

- 22 lessons or parts of lessons;
- every classroom;
- sessions of collective worship, and
- a range of extra-curricular activities.

Meetings were held with:

- staff, governors and parents before starting the inspection;
- a representative from the LA; and
- teachers, other members of staff and groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 209 responses to the parents'/carers' questionnaire;
- a wide range of documentation provided by the school both before and during the inspection; and
- a range of pupils' work.

Following the inspection, a meeting was held between the inspection team and the headteachers, staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Terry L Williams Registered Inspector	Context, Summary, Recommendations, Appendices, Key Questions 1, 3, 5, and 6
Mrs H Smith Team Inspector	Key Questions 2 and 7 Contributions to all Key Question
Mr M J Thomas Team Inspector	Key Question 4 Contributions to all Key Question
Mr D J Jones Lay Inspector	Contributions to Key Questions 1, 3, 4 and 7
Mrs S Hopwood Peer Assessor	Contributions to all Key Question
Mrs P Mackeddie Nominee	Contributions to team meetings

Acknowledgement

The inspection team would like to thank the governors, the headteacher, staff, pupils and parents for their welcome, co-operation and courtesy during the inspection.

Inspection Contractor:

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