

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

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

**Victoria Primary School  
Cornerswell Road, Penarth  
Vale of Glamorgan  
CF64 2UZ**

**School Number: 6732138**

**Date of Inspection: 27/04/09**

**by**

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

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **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

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## Context

### The nature of the provider

- 1 Victoria Primary School is situated in a residential area close to the centre of the seaside town of Penarth in the Vale of Glamorgan which is the Local Authority (LA). Nearly all pupils come from the immediate area which is considered by the school to be neither economically advantaged nor disadvantaged. The school provides education for boys and girls between the ages of three and eleven. There are 383 pupils on roll, including 58 children who attend the nursery on a part-time basis.
- 2 The majority of children enter the nursery with a wide range of basic abilities and experiences. About 97% of pupils speak English as a first language. Three percent have other home languages. No pupil speaks Welsh as a first language. The school reports that about 6% of pupils are eligible for free school meals, which is below the LA average of 11.9% and well below the all-Wales average of 17.5%. Two pupils have statements of special educational needs (SEN) for autism and about 11% of pupils are identified as having some degree of SEN which is a low figure. No pupil is disapplied from the National Curriculum (NC). One pupil was temporarily excluded in the previous school year.
- 3 The school was last inspected in the spring term 2003 when the previous headteacher was in post. The current headteacher was appointed with effect from September 2006 and the deputy headteacher from January 2007. In the last two years six teachers have taken maternity leave. During the inspection two other members of the permanent teaching staff were absent due to long-term ill-health. Their places were taken by supply teachers.
- 4 The school plans and teaches children in the nursery and reception classes in terms of the curriculum for the Foundation Phase.
- 5 The school's mission statement is: Our learning goal is to ignite our curiosity, motivate, challenge and inspire us so that "Together We Aim For The Stars".

### The School's Aims

- 6 The school's aims are wide and appropriate.

### The school's priorities and targets

- 7 The school's priorities for 2008/2009 are to: -
  - improve learning and teaching in the Foundation Stage, KS1 and KS2;
  - develop a consistent approach to thinking skills;
  - further develop writing across the curriculum;
  - raise standards in mathematics and bring together the key skills of communication, information communications technology (ICT) and thinking within mathematics;

- develop the social and emotional aspects of learning;
- further develop the process of moderating standards in pupils' work;
- further develop the speech, language and communication provision within the school;
- raise standards in aspects of science, ICT, Welsh, geography, history, religious education, art, music, design technology and physical education; and
- improve the physical environment of the school.

## Summary

- 8 Victoria Primary School is a very good school where teaching is of a high quality. The headteacher provides a very strong and purposeful lead. It has made good progress since its last inspection in June 2003 in addressing the key issues of that inspection.
- 9 Children in the Foundation Phase and across the school make very good progress.

### 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

- 10 The inspection team agreed with all of the seven judgements made by the school in its self-evaluation report and about the standards it has achieved in other areas of its work.
- 11 As this was a short inspection no judgements were made about the standards of achievement in the subjects and areas of learning in the lessons inspected.

- 12 The overall quality of educational provision for the under-fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 13 Many children begin school with about the expected levels of basic skills. They make very good progress and are very well prepared for the next phase of their education.
- 14 Nearly all, including those who have English as an additional language (EAL), meet or exceed the predictions made for them at the ages of seven and eleven.
- 15 In the 2008 national teacher assessments for seven year olds, the proportion of pupils attaining at least the expected level (Level 2) in English, mathematics and science was below the local and national averages. The combined results were also below. The proportion of pupils reaching the higher level (Level 3) was also below these averages. There was no significant variation in the comparative performance of boys and girls.
- 16 In the 2008 national teacher assessments for eleven year olds the proportion of pupils reaching the expected level, (Level 4) in English, mathematics and science was above the LA and national averages as were the combined results. The proportion of pupils attaining the higher level (Level 5) was above the LA and national averages. In 2008 girls out-performed boys as they have done since 2005.
- 17 When the results in 2008 national teacher assessments for seven year olds are compared to schools considered to have a broadly similar proportion of pupils eligible for free school meals, the results were above these schools in English but well below in mathematics and science. The combined results were below most of these schools.
- 18 These results were out of keeping with those previously when results for seven year olds have since 2005 been above or well above similar schools. The results dipped in 2008 because that group of pupils contained a much higher than normal proportion of pupils considered to have some degree of SEN. Of those pupils several were new to the school. Currently those pupils are achieving well as a result of the well focused support they are receiving and they are making very good progress.
- 19 The results for eleven year olds in the 2008 national teacher assessments were above most schools with a similar proportion of free school meals in English, mathematics and science. The combined results were very high. This is consistent with all other results since 2005. There has been a positive trend of improvement for eleven year olds over this period. In 2008 the school met the targets it had agreed with the LA.
- 20 Standards and progress in the key skills of literacy and communication in English are very good. Across the school, beginning in the Foundation Phase and continuing into KS1 and KS2, nearly all pupils express themselves confidently and have well developed vocabularies. Reading skills are well developed. Nearly all pupils reach high standards in writing for a wide range of reasons and in different styles.
- 21 Overall, bearing in mind children's' starting points standards in communication in Welsh are good. Children in the Foundation Phase and in KS1 make good progress in speaking in Welsh. However, this aspect is not built upon consistently across KS2

and older pupils do not respond as well as they could in extended forms. They have limited opportunities to use the skills they have learnt. This is reflected in the progress they make. However, pupils listen very carefully and read and write well. Overall, pupils' ability to use Welsh and English together is good.

- 22 Pupils' mathematical skills are good. In the Foundation Phase children make very good progress in their play and in practical investigations. In KS1 and KS2 all pupils apply their knowledge and understanding of how to collect and interpret data well, for example in science, geography and history. They measure carefully and accurately in design technology.
- 23 Pupils' skills in the use of ICT are very good. In the Foundation Phase children use simple computer programs regularly and accurately in their creative and mathematical development. In KS1 and KS2 pupils utilise their ICT skills very well across the curriculum to find out information and to make presentations using a wide range of sophisticated techniques.
- 24 Pupils' understanding of their Welsh culture and heritage is good. Building on the experiences they receive in the Foundation Phase, pupils have a good knowledge of their local history and of the work of some Welsh artists, composers, musicians and writers.
- 25 Pupils' personal and social skills, their creative skills and their ability to work with others are very good and represent a major strength. Their knowledge of how to improve their work is good.
- 26 In the Foundation Phase, children make very good progress in learning how to solve practical problems. However, particularly in KS2 older pupils do not consistently think sufficiently about how to solve logically abstract problems, for example in mathematics.
- 27 Pupils have a very good understanding of equal opportunity issues and of the diversity of modern society. They have a very good understanding for their age about the world of work.
- 28 Attendance at nearly 94% is above the LA and national averages but below the target the school has set for itself.

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

#### **Grades for teaching**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
29%	71%	0%	0%	0%

- 29 These figures are well above the national picture reported by Her Majesty's Chief Inspector (HMCI) in the Annual Report 2007/2008 (Primary) where the quality of teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16%. In this inspection nearly twice as many Grade 1 lessons were observed compared to most schools.

- 30 In the Foundation Phase the planning and organisation of a very wide range of stimulating activities is outstanding and in line with the Foundation Phase outcomes. Planning for those with EAL and those pupils who have some degree of SEN is very detailed and ensures that all pupils are appropriately challenged and supported.
- 31 In the best lessons which have many outstanding features and are found across the school. The outstanding features include: -
- very careful planning and organisation to provide very interesting and stimulating activities;
  - very lively presentations which pass on to the pupils the teachers' infectious enthusiasm and interest in what is being taught;
  - very effective questioning techniques which successfully encourage pupils to think things out for themselves;
  - outstanding subject knowledge and skilful presentation of it;
  - outstanding relationships between all adults and pupils producing a strong sense of teamwork; and
  - detailed and effective reviews of what has been taught as a basis for future learning.
- 32 Where there were some minor shortcomings, teachers missed opportunities to use and develop pupils' conversational skills in Welsh.
- 33 Arrangements for assessment and its use in planning and improving learning are good with outstanding features and meet statutory requirements. Teachers measure pupils' progress very carefully and thoroughly. The progress of pupils in the Foundation Phase is regularly reviewed and recorded as is the progress of pupils in KS1 and KS2. Work is very systematically marked and teachers include constructive and helpful comments which are often discussed with the pupils concerned. Reports are very detailed and meet statutory requirements. The school has good links with other local primary schools and with the secondary school to which most pupils transfer in order to agree standards particularly in English, mathematics and science.
- 34 The curriculum is very wide, interesting and carefully balanced. It meets all legal requirements of the National Curriculum (NC) and the locally agreed syllabus in religious education. It also meets the needs of all pupils. The school is very carefully and pragmatically planning its curriculum to match the recent review of the NC.
- 35 The provision for spiritual, moral, social and cultural development is good overall. Spiritual development is successfully developed in acts of collective worship which meet legal requirements. There are good opportunities for pupils to learn moral values and to distinguish between right and wrong. Provision for pupils' social and cultural development is very good. All pupils are encouraged to take on responsibilities, to be honest and to have respect for each other and for adults.

- 36 Pupils' cultural awareness is very well supported through a very wide range of visits and visitors. There are also strong links with schools in other countries. Pupils benefit considerably from good arrangements to promote their understanding of cultural diversity, their responsibilities as citizens of the world and the need for sustainable development.
- 37 There are good links to enable pupils to have a very clear understanding of the skills needed in the world of work and of how business and commerce function.
- 38 Pupils are very well cared for, guided and supported. Provision for pupils with SEN is good and has many outstanding features. There are good arrangements to promote their well being and safety. There are also good links with local support services. Pupils are encouraged successfully to be aware of a healthy diet and of healthy lifestyles. The school council is very articulate and its views are carefully considered. As a result pupils have a very good understanding of the democratic process.
- 39 The school has very well organised and effective guidelines to encourage pupils to be tolerant and to understand other cultures and backgrounds and to address any issues of bullying or other forms of harassment. Child protection arrangements meet local guidelines and recommended good practice. There are systematic arrangements to monitor pupils' punctuality, attendance and behaviour. A detailed survey of the site has been carried out to review accessibility for those with a physical disability. There is a detailed accessibility plan in place.

### **Leadership and management**

- 40 The headteacher provides a very strong and experienced lead to the rest of the staff. She has achieved much since her appointment in securing the continuing development of the school. The senior management team is very hardworking and very effective. All staff share a common goal and have high expectations of themselves and of each other. They manage their responsibilities very well.
- 41 The school has taken careful note of local initiatives and national priorities. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are very well organised and are very effectively helping teachers to plan and evaluate together in teams.
- 42 The governing body is very well led and meets its statutory duties. Many governors are actively involved in the life of the school and are well informed. They work closely with the professional staff and give a strong steer to the school through a constructive dialogue with them. Financial management is well organised and properly focused on the educational needs of the school.
- 43 The school's self-evaluation document is very effectively linked to the school improvement plan (SIP) and to its performance management arrangements. The document is very well constructed and is accurate. The process has been carried through rigorously and has involved considering the views of all stakeholders in a very comprehensive way.
- 44 Day-to-day administration is smooth and efficient. The caretaking staff provide outstanding support and ensures that the school is very clean and very well

maintained. Much has been achieved recently through the efforts of the caretaker to make significant improvements to the fabric of the school building and to the outdoor environment. Many colourful displays help to provide a very attractive place for learning where pupils' work and efforts are highly valued.

- 45 The school is well staffed with well qualified teachers and support staff. Resources are of a high quality and quantity and are readily available. They are very well used to support learning.
- 46 Bearing in mind the overall quality of education provided and the progress pupils make, the school gives very good value for money.

## Recommendations

- 47 In order to improve the school in the areas inspected, the staff and governors need to: -
- R1 raise standards in pupils' oral competence in Welsh in a range of setting so that pupils build systematically on what they already know and can do; and \*
- R2 extend pupils' problem-solving skills, particularly in KS2. \*
- \* Which the school has already identified as a priority.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

- 48 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 49 In the 2008 national teacher assessments for seven year olds, starting from an average base, the proportion of pupils attaining the expected level (Level 2) in English, mathematics and science were below the local and national averages. The combined results were also below these averages. The proportion of pupils attaining the higher level (Level 3) was also below these averages. There was no significant variation in the comparative performance of boys against girls in 2008 which continued the previous pattern.

- 50 In the 2008 national teacher assessments for eleven year olds, the proportion of pupils reaching the expected level (Level 4) in English, mathematics and science was above the LA and national averages as were the combined results. The proportion of pupils attaining the higher level (Level 5) was also above these averages. The combined results were high. In these assessments, overall girls out-performed boys, which is consistent with the relative performance of boys compared to girls since 2005.
- 51 When these results are compared to schools considered to have a similar proportion of free school meals (8%-16%) the results in KS1 were above those similar schools in English but well below those schools in mathematics and science. The combined results were below most of these schools. This is a reverse of the trend since 2005 when results have, with the exception of 2008 been above or well above these similar schools.
- 52 In 2008 the group of KS1 pupils who were assessed contained for this school a relatively high proportion of pupils considered to have some degree of SEN. It also included some pupils who had recently moved to the school. From the information available it is clear that this group of pupils reached the standards it would be reasonable to expect of them. Nearly all of them have made very good progress since then as a result of the very well focused support they have received.
- 53 When the results of eleven year olds in 2008 are compared to those of pupils from schools with a similar proportion of free school meals, the results were above these similar schools in all three subjects. The combined results were very high as they have been since 2005. There has been a positive trend of improvement for eleven year olds since then. In 2008 the school met the targets it had agreed with the LA. All pupils with SEN make very good progress.
- 54 The overall quality of educational provision for the under fives is appropriate to their needs and children make good progress towards the Foundation Phase outcomes.
- 55 Because this was a short inspection, standards of achievement in lessons and areas of learning seen were not evaluated.
- 56 In the key skill of communication in English achievement is good with outstanding features. A very significant strength is the ability of pupils across the school to express themselves verbally with great confidence and a rich vocabulary. In the nursery and reception children make very good progress in speaking and listening and in reading and writing. They are beginning to read with fluency and expression and listen very intently to stories. In KS1 and KS2 pupils' reading skills are well developed. Nearly all read confidently and with good expression. They know how to read unfamiliar words by recognising accurately the sounds which letters make. A particular strength is the standards many of these pupils reach in writing for a wide range of reasons and in different styles in nearly all subjects.
- 57 In communication in Welsh, children in the Foundation Phase and KS1 speak and listen well and are beginning to use Welsh confidently. However, standards of speaking in Welsh in KS2 have some shortcomings because pupils do not respond in extended forms and have limited opportunities to use the Welsh they have been taught. Across the school, pupils do not consistently use Welsh and English together

in their classes and in their day-to-day responses in order to reach higher standards. However, they listen very attentively and read and write to a good standard.

- 58 Overall achievement in mathematical skills is good. In the Foundation Phase all children make outstanding progress in their development of how to measure and compare in a very wide range of practical situations. In their play they know how to buy and sell and how to compare objects to symbols. In KS1 and KS2 pupils have a very good understanding of how to collect and interpret data they find, for example in science, geography and history. They measure accurately in design technology.
- 59 Pupils' skills in the use of ICT are good with outstanding features and form a significant strength of the school. In the Foundation Phase children use simple computer programs confidently, manipulating the mouse accurately, for example when using a painting program. They are familiar with the basic functions of the keyboard. In KS1 and KS2 pupils utilise their skills in ICT very well, for example to present information using text and images very effectively in a weather report in Welsh. They use video cameras to evaluate their work in physical education. They explore and handle data very well in geography and science. They find out information readily for a wide range of reasons from the Internet. They present their lists along with illustrations and captions in electronic presentations in history, which are of a very high standard.
- 60 Pupils' understanding of the richness of their Welsh culture is good. From the Foundation Phase pupils build up a good understanding of their Welsh identity in a very wide range of practical activities and experiences which include cooking, dancing, singing, exploring their area and getting to know the people who make up their community.
- 61 Pupils in KS1 and KS2 have a good knowledge of some Welsh artists and the work of Welsh authors and composers. They have a good understanding of the local area and its history. They take part in a wide range of cultural activities which help them appreciate the particular features of Welsh music, dance and literature.
- 62 Pupils' social skills are outstanding. All have a very clear understanding of how to behave sensibly and to be responsible members of their school community. From the Foundation Phase they contribute very positively to the constructive relationships which exist between each other and with adults. They have a very good awareness of how to treat each other with respect and consideration. Pupils express their ideas maturely and confidently.
- 63 In the Foundation Phase children readily and successfully engage in finding solutions to practical problems, for example in working out how to stop a leak when experimenting with water. In KS1 and KS2 pupils explore different choices and test different hypotheses, for example in science and in design technology when investigating structures. However, older pupils in KS2 do not consistently apply their minds to solving more difficult problems, for example in mathematics and in thinking things out in abstract.
- 64 Across the school creative skills are very well developed. Pupils express themselves well in art, music and dance. They illustrate their work carefully using a wide range of

materials and media. They work very willingly together and are happy to share their resources and ideas.

- 65 Across the school pupils have a good understanding of how to improve their own learning and performance. They are successfully encouraged from the Foundation Phase to think about what they are doing and to find ways to reach even higher standards.
- 66 Pupils show very good motivation, work productively and make effective use of their time. They develop the capacity to work independently, including the skills necessary to maintain lifelong learning. Pupils progress well in their personal, social, moral and wider development. They are aware of equal opportunity issues and show respect for diversity within society. Pupils prepare for effective participation in the work place and the community.
- 67 All are extremely well motivated, eager to learn and have very positive attitudes to learning. They work with enthusiasm, make good use of lesson time and maintain both effort and concentration well. This contributes significantly to the pupils' good standards of work.
- 68 The standards of behaviour and the levels of courtesy and respect pupils demonstrate are good. This is reflected in every aspect of school life.
- 69 Levels of attendance averaged very nearly 94% over the last three terms which is below the target set by the school but above the LA and national averages. Pupils are punctual at the start of the day with few instances of lateness.
- 70 Pupils demonstrate a very good capacity to study independently, including the skills to maintain lifelong learning. Pupils work very willingly together and collaborate well. Their problem solving skills are generally good. However, older pupils do not apply themselves sufficiently to solving abstract problems.
- 71 Pupils show very good development in their personal, moral and wider development. The work that is carried out by the school council and eco-committee promotes a strong sense of community and develops the skills of citizenship.
- 72 Pupils develop a strong and clear understanding of equal opportunities issues and develop both respect for and a sound understanding of the diversity of cultures in society. This is an outstanding feature.
- 73 Pupils participate actively in a variety of ways within the local community. The school has forged very strong links with business and commerce and visits from members of some professions help to prepare pupils for an effective participation in the work place. This is an outstanding feature.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

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

75 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
29%	71%	0%	0%	0%

76 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 100% of lessons, these figures are well above the national picture reported by HMCI in the Annual Report 2007/2008 (Primary) where the quality of teaching is Grade 2 or better in 83% of lessons and Grade 1 in 16%. In this inspection a particular strength was the high proportion of lessons which were Grade 1. This was nearly twice the national average.

77 In the Foundation Phase, teachers plan very effectively to provide very well organised and wide range of imaginative and stimulating activities and experiences which very successfully ensures that all children come to school happily and look forward to what they will do during their stay in school.

78 There are very effective working relationships between teachers and their assistants which help to provide outstanding support to all children as they make choices and play together very constructively.

79 Across the school teachers' planning is sufficiently detailed so that pupils build systematically on what they already know and can do. Teachers introduce the main objectives of the lessons very clearly and make pupils very aware not only of the skills they will need to show in the lessons, but also the subject knowledge they will gain as a result of their efforts.

80 In the lessons seen, teachers always make it clear how much time pupils have to complete tasks they have thoughtfully designed for them. As a result, pupils work very enthusiastically and willingly to meet the high expectations which all teachers hold for them. Across the school there are very constructive relationships between all adults and pupils. Teachers and their pupils work very co-operatively together.

81 Teachers ensure that all pupils, including those with EAL and those who have SEN are appropriately challenged and supported. Work is invariably well matched to the different abilities within the classes.

82 In the best lessons which are found across the school where there are many outstanding features, teachers prepare very interesting and stimulating activities, for example in the Foundation Phase children respond with a real sense of fun when going to the 'Farmers' Market' or when playing on their pirate ship sailing the seas. Teachers pass on their own enthusiasm and interest in the subject, for example when

prompting pupils' imaginations very successfully in very lively and purposeful ways to think about 'What is in the box'? As a result, pupils respond maturely and sensibly. Teachers question very effectively to encourage pupils to think things out for themselves. They move the lessons on swiftly and smoothly from task to task.

- 83 In the best lessons, teachers make the lessons come to life, for example in a history lesson where the teacher introduced the topic of Victorian holidays dressed in the period for the beach and then cleverly used a wide range of resources to encourage pupils to empathise very strongly with those who visited their town for seaside holidays long ago.
- 84 In nearly all lessons teachers show very secure subject knowledge, for example when demonstrating how to create a structure for writing a poem. They know very well how to link different subjects and the skills pupils need to apply in them. In a minority of lessons they successfully encourage pupils to use incidental Welsh regularly and appropriately. However, this is not consistent across the school where occasionally opportunities are missed to develop pupils' use of incidental Welsh in the lessons.
- 85 In the best lessons teachers carefully review what has been learnt and use that information very well at the beginning of the next lesson to ensure that pupils are ready for the next step and reach out towards it positively in order to achieve success. They thoughtfully increase the level of challenge to pupils and make pupils very aware of what they and other pupils should do to improve. They are very conscious of providing pupils with equal opportunities to learn and very effectively discourage pupils from thinking in stereotypical ways.
- 86 The school's assessment procedures are very well structured and contain many very good and outstanding features. They meet statutory requirements.
- 87 Teachers use a variety of effective methods to gain a full picture of pupil progress across the curriculum using detailed, informal notes based on observations and attainment tests for KS2 pupils in reading, spelling and mathematics. Teachers are very well informed and make confident judgements about standards as a school and in liaison with other schools. There are very good links with other local schools including the secondary school to which most pupils transfer in order to agree standards, particularly in English, mathematics and science.
- 88 Pupils' progress is tracked carefully across the school and teachers use this information to identify pupils who are underachieving. They share the information about all the particular needs of all pupils with the next class teacher to ensure pupils build systematically on what they already know and can do. The progress of pupils with SEN is very carefully monitored and this is strength of the school.
- 89 The school's procedures for assessing and reporting at the end of key stages fully meet statutory requirements.
- 90 In lessons all teachers share the objectives of the lesson with their pupils and pupils understand the success criteria and evaluate their own performance informally at the end of every lesson. Pupils often work in pairs to help each other to find two positive qualities and one that needs improvement. Teachers mark books fairly, accurately

and regularly with useful comments on how pupils can improve. They often discuss these comments with pupils. These generate pupils' own individual targets.

- 91 Reports to parents are clear and very informative. Parents are given the opportunity to give a written response and discuss the report with the class teacher. Parents are invited to discuss pupils' progress each term and are kept very well informed about their children.

**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**

- 92 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 93 The curriculum is exceptionally broad and balanced and this is an outstanding feature. It meets legal requirements and the needs and interests of all pupils. Pupils experience a wealth of stimulating topics. Schemes are being reviewed progressively in pupils' lessons in line with new changes. Key and basic skills are well mapped to ensure coverage across the curriculum.
- 94 The school's provision for out of hours activities is outstanding. The 'Childrens' University' scheme enriches and enhances pupils' performance at school and pupils have the opportunity for accreditation. The comprehensive list of after school clubs include karate, team sports, gymnastics, line dancing, cookery, art, choir, drama, school magazine and science. Many clubs run for six weeks and then pupils always experience something new. Numerous visits and visitors enhance pupils' learning. Older pupils in KS2 have the opportunity to attend residential courses to develop social skills and independence.
- 95 The school makes good provision for pupils' spiritual, moral, social and cultural development.
- 96 Collective worship, which is of a broadly Christian nature and meets statutory requirements. It is lively and engages the pupils' interest. School visitors sometimes take assembly. Pupils have good opportunities to reflect on spiritual beliefs and values. The colourful displays in the hall in the KS2 building reinforce messages about the social and emotional learning project on issues such as anti-bullying. The very attractive silk painting completed by pupils who had a variety of different faiths hangs appropriately where collective worship takes place. The religious education scheme ensures that pupils experience the teachings of a wide range of religious and spiritual beliefs.
- 97 The school fosters moral and social development through personal and social education (PSE), discussion time, assembly, religious education. Pupils demonstrate honesty, fairness and respect. The headteacher and her staff provide good role models.
- 98 In school older pupils regularly help younger pupils. They raise money for charities. They devise their own classroom rules and make decisions. They make decisions

and consider all opinions on the school council and eco-committee. The police liaison programme asks pupils to consider moral and social issues. A weekly 'Praise' assembly promotes high self esteem and positive attitudes to behaviour as well as academic achievements.

- 99 The school promotes pupils' awareness of their own culture through classroom based topics such as the history of Penarth, National Parks in Wales and visits to the National Museum of Wales and the Washington Gallery. International links are strong and 'welcome' in many languages greets visitors in the porch. Pupils are successfully encouraged to see themselves as citizens of the world. Pupils from different ethnic backgrounds in the school regularly celebrate their differences and what they have in common.
- 100 The school's partnership with parents, the local community, other schools and higher education institutions is outstanding. These partnerships enrich the life and work of the school and significantly enhance pupils' learning experiences.
- 101 The school has a very active parent teacher association (PTA) who raise money for equipment to benefit pupils. They have provided the exceptionally well developed playground resources which have transformed the outside play area. Many parents help in school using their talents with gardening, cookery, art and photography. Forty parents come into school to hear pupils read. Many parents came into school to talk about their jobs in 'World of Work Day'. Several parents wrote to school to express their thanks for the advice given in the 'Positive Parenting' course. Governors and parents have a very positive effect on learning.
- 102 The school has very close links with the local community and is a supportive partner school with places of higher education for trainee teachers. It has close links with the secondary school and with other feeder schools and staff. Pupils benefit greatly from these.
- 103 The extent to which learning experiences respond to the needs of employers and the wider community is of a high quality and Grade 1. The outstanding features are the provision of effective work related education, the promotion of education for sustainable development and the development of entrepreneurial and other skills needed to support economic development. There are very sound curricular links with local business and commerce which promotes pupils' awareness of the work place very well. This is an outstanding feature. The school is proactive in combating social disadvantage and stereotyping and presents pupils with equality of access and opportunity across the full range of its provision.
- 104 The school actively promotes bilingualism. All the staff make every effort to learn and improve their Welsh. They use appropriate basic greetings and requests, together with words of praise in their lessons. However, the use of incidental Welsh is inconsistent in order to develop pupils' verbal skills progressively throughout the key stages.
- 105 Schemes of work across the school reflect aspects of Y Cwricwlwm Cymreig appropriately. The school provides the pupils with a range of activities, such as visits to the Urdd camp at Llangrannog, which enhance their awareness of Welsh culture and history.

- 106 Pupils' awareness of the need for sustainable development is very well promoted through recycling, energy conservation and healthy eating projects. The school has formed a very effective eco-committee which meets regularly and the pupils are fully involved in all aspects. Members of the governing body and teaching staff are fully involved in the activities of the eco-committee and this is an outstanding feature.
- 107 The school provides a range of opportunities to develop entrepreneurial skills and the skills needed to support economic development. The school shop is well used in curriculum based activities and this is an outstanding feature. Opportunities also include a wide range of fund raising projects. The school's provision reflects well national priorities to promote lifelong learning skills and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.

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

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

- 108 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 109 The quality of care, support and guidance to learners has many outstanding features. These include the partnership with parents, carers and employers. The school takes careful account of their views and induction programmes which help pupils to settle quickly.
- 110 The school provides high quality personal support and guidance for learners, including access to PSE, tutorial programs and specialist services. It assures the healthy development, safety and well being of all learners. The school council is very active and expresses its views confident that it knows its views are respected. Through this and other ways, pupils have a good appreciation of the democratic process.
- 111 The school plans and manages its care arrangements effectively and makes good use of a range of support services when needed. This provision makes a contribution to the well being of pupils. Pupils confirm that they feel valued as individuals and are well supported. Observations of pupils during lessons and playtimes confirm that positive relationships are formed so that they feel secure in the knowledge that their needs will be dealt with appropriately and sensitively.
- 112 The quality of the schools' partnership with parents and carers is very good. The school engages parents and takes account of their views through monthly information newsletters and communicates with many families by email. Parents are provided with an informative prospectus, an annual report from governors and a home/school agreement is in place.
- 113 The school has an effective induction and support program that helps the pupils to settle in quickly. The school closes the nursery for a day and new children and their parents are invited to view the school prior to entry. The school also arranges open mornings for pupils and parents who enter the reception class from private nurseries

- 114 The schools' well structured PSE programme is an outstanding feature. It is fully integrated into schemes of work across the whole curriculum and therefore permeates all aspects of the schools' work and life. Pupils reflect the schools' values of honesty, trustworthiness and tolerance and respect for others.
- 115 Attendance and punctuality is systematically monitored. The school secretaries collate the information on a weekly basis and data is promptly entered into a computer system. The school seeks to maintain parental awareness of their responsibilities in helping to ensure good attendance and punctuality. Pupils' behaviour and performance is systematically monitored. Good achievement, behaviour and examples of courtesy and kindness to others are suitably rewarded.
- 116 Appropriate risk assessments are well documented and the LA has completed a health and safety audit. The headteacher is the designated officer for health and safety. Three members of staff are trained in first aid. Healthy development is well promoted through the PSE programme, the use of outside resources and the promotion of healthy eating projects.
- 117 The school has appropriate procedures to ensure the protection of children which meet local guidance and recommended good practice. The headteacher is the designated officer and both she and the SENCo have received appropriate training. They implement effective procedures for early identification and subsequent monitoring of pupils experiencing difficulties in their learning. Information is disseminated fully and effectively to all staff to ensure a clear understanding of their responsibilities in this area.
- 118 The quality of provision for pupils with additional learning needs (ALN) is good and has many outstanding features.
- 119 The SENCo provides full and comprehensive details about all pupils who are on the school's SEN register. This information fully addresses the varying needs of the pupils who are fully included in all activities, and of the type of support most suitable for them.
- 120 Pupils' individual education plans (IEPs) are well written, clear and well presented. These plans address pupils' specific needs and provide specific strategies and guidance on how to support pupils effectively. They include clear measurable targets that the pupils can work towards in a range of subjects together with a range of appropriate strategies to be used for various needs.
- 121 All members of the teaching staff are fully involved in the identification of pupils with SEN. Assessments of pupils are thorough and show clearly what needs to be done to support them, and how well they are progressing. This is an outstanding feature, which leads to the planning of high-quality support and appropriate provision, and is adapted effectively through tasks, resources and support.
- 122 All members of staff record detailed observation notes on the progress made by each pupil and carefully track their progress on a regular basis. The effectiveness of the planned provision is evaluated and recorded on a regular basis, and any issues which may need addressing, are immediately addressed. These are outstanding features.

- 123 The SENCo regularly monitors the quality of the provision for pupils with SEN and meets regularly with staff to discuss pupils' progress. The documentation kept by the SENCo on all aspects of SEN issues and the records maintained on pupils' progress are an outstanding feature. The information gathered and recorded provide a very sound basis on which staff acquire knowledge and understanding of appropriate strategies and approaches to support and guide pupils with SEN.
- 124 All teachers make very effective use of their support staff who provide excellent help. They too are fully aware of each pupils needs. Many have been trained to provide specific support and this greatly enhances the expertise offered by the school for pupils with SEN.
- 125 The school makes very good and highly effective use of external specialist support services. These benefit the pupils greatly and enhance the support and provision given to the pupils.
- 126 The school plans specific programmes of support in order to accelerate learning for individuals and groups of pupils, through short term support or for longer periods of time.
- 127 The school governor with responsibility for SEN takes an active role in the work. She has good knowledge of the pupils and is fully aware of their needs.
- 128 Pupils who are more able and talented receive extended tasks, which match their abilities. This ensures appropriate provision which extends their ability in order to challenge them to attain high standards of achievement.
- 129 The school has established a clear set of guidelines on how to support pupils whose behaviour may disrupt lessons. These are very well written, clear and are aimed at rewarding good behaviour. These strategies are highly successful in ensuring that almost all lessons take place without any serious disruption and pupils are not hindered from learning by the behaviour of others.
- 130 Many members of staff have received appropriate and relevant training in meeting the needs of those pupils who show social, emotional or behavioural difficulties. This provision, enhanced by external specialist support services, is an outstanding feature, which includes well-planned procedures and strategies to address pupils' needs.
- 131 The quality of provision for equal opportunities is good with outstanding features which include the support and guidance pupils receive which helps to take account of their social, educational, ethnic or linguistic background. There are good race relations. The school has effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment. The school effectively recognises and respects diversity.
- 132 The school has a very effective equal opportunities policy which helps to promote pupils understanding of equality very well. This is an outstanding feature.
- 133 There is a positive policy of inclusion and all pupils, regardless of their background,

ability, race or gender have full access to the curriculum and to all extracurricular activity.

- 134 The school is proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. Pupils understand the need for respect and support for diversity in a global society and this is an outstanding feature.
- 135 There are clear policies to promote high standards of behaviour and very well considered strategies to prevent bullying, discrimination and all forms of harassment.
- 136 The school takes effective steps to avoid placing pupils, including those with physical disabilities at any substantial disadvantage. The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.

## **Leadership and management**

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

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

- 137 The findings of the inspection team matched the judgments made by the school in its self-evaluation report.
- 138 The headteacher provides a very strong and experienced lead and has had a significant impact on the continuing development of the school since her appointment.
- 139 The headteacher works closely and effectively with the senior management team and other staff to make the school a vibrant and successful place where all share a common goal and strive to meet the high expectations they hold for themselves and for each other.
- 140 All staff are very conscious of their responsibilities and of ensuring that all pupils have equal access to what is taught. Teachers willingly and enthusiastically share best practice and expertise. They co-operate effectively in very well organised teams. This promotes a strong spirit of positive collaboration in which all staff are equally valued. For example, all staff are invited to observe senior management team meetings so that all are aware of how and why important long-term decisions are being made. These meetings are always well attended.
- 141 There are rigorous procedures in place to look at the quality of teaching and learning and to judge the progress pupils make. All of this information is very well used, for example to focus appropriate and effective support where it is needed, for example in addressing the needs of pupils who have recently joined the school.
- 142 Subject co-ordinators work very closely with staff to plan and improve their areas of responsibility. Detailed evaluations are carried out on a planned basis which have

resulted, for example in very well thought out plans to introduce changes to what and how pupils are taught. In the process the school rigorously reviews the impact of initiatives it has put in place in order to judge what has been the effect of these curriculum changes on overall standards. The school takes a pragmatic view of when and how to move forward in this area.

- 143 The school takes a very careful note of national priorities and local initiatives. The school promoted effectively the development of pupils' basic and key skills through a range of consistently used approaches and strategies. However, the development of older pupils' bilingual skills and their use of incidental Welsh has some weaknesses because these pupils do not always get enough regular opportunities in lessons and around the school to practise what they have learnt. Preparation for the introduction of the Foundation Phase has been very thorough. There has been considerable thought and commitment from all relevant staff to provide very well for these children in this area of the school. Time set aside for teachers to plan, prepare and assess is well managed.
- 144 The governing body is very well led. The chair of governors provides a wise and well-informed lead to other governors. Many governors are actively involved in the life of the school and take considerable interest in what is achieved. They work closely with subject co-ordinators so that they have a very good idea of how the school functions and also of the progress being made. Relationships are successfully built around a spirit of constructive dialogue which promotes a shared vision for the long term strategic direction the school should take.
- 145 The financial management of the school is well organised and the finance committee chaired by the deputy headteacher is extremely well focused on the needs of the school and in helping to plan ways of addressing them. The governing body meets all of its statutory duties.

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

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

- 146 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 147 The self evaluation process is very thorough. There are very rigorous and extensive procedures in place to gather information about the performance of the school based upon a very wide range of information. A particularly strong and important feature is the way in which subject co-ordinators and the senior management team have in place and use very well the information they gather from their observations and discussions. All are very conscientious in the way this is undertaken. They carefully evaluate and plan ahead in order to judge the impact of what they have done against what was intended.
- 148 Teachers use assessment information very well to measure pupils' progress and to predict future success. There are well established routines in place to evaluate performance data from national and other reliable assessments in order to identify

areas for improvement and to put well judged plans in place to address under achievement.

- 149 All teaching and non-teaching staff, parents, pupils and governors have been very much involved in the self-evaluation process. This has been conducted in a very systematic and inclusive way. For example, time has been set aside for teams of teachers to analyse together the information they have systematically gathered. A range of detailed questionnaires have been used and the views of pupils considered carefully.
- 150 The school's self-evaluation document is very well constructed and set out. It provides a detailed and accurate picture of the school's strengths and areas for development. It is very closely related to the SIP. The initiatives in it are carefully costed and tracked in order to judge the success of the decisions made.
- 151 The school's improvement process is also closely linked to the school's performance management arrangements which are appropriately focused on local and national priorities.
- 152 The inspection team agreed with all of the seven judgements made by the school in its self evaluation of the seven key questions and with all of the school's identification of its strengths and areas for development.
- 153 Since the last inspection in the summer term, 2003 the school has made good progress in addressing the key issues of that inspection.
- 154 The school has maintained high standards and has addressed shortcomings identified in that report. Now pupils use ICT very well across the school and in many situations.
- 155 The school self evaluation process has many outstanding features and is very well used as a tool to identify and inform priorities in the SIP. This document is very well set out with quantifiable targets to measure progress.
- 156 High quality teaching is now consistently found across the school and is a major factor in the school's overall success

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

**Grade 1: Good with outstanding features**

- 157 The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
- 158 The school has a sufficient number of staff, including support staff who offer a wide range of expertise and who have relevant experiences and qualifications to teach and support all aspects of the school's curriculum effectively. Many members of the support staff have received specific training in aspects of basic social, reading and numeracy skills. This has enhanced the expertise of all staff and extended the scope of provision across all areas of the school.

- 159 The secretarial staff provide valuable support to the Headteacher in ensuring the smooth running of the school on a daily basis. The caretaker contributes very effectively to the daily routines of the school and ensures that the school is kept clean and tidy. Much has been achieved in improving the school's buildings and environment. The canteen staff make a valuable contribution towards the promotion of healthy eating, and are well supported by a team of lunchtime assistants.
- 160 The school makes effective use of staff expertise to enable the teaching of various subjects and extracurricular activities. Support staff have clear roles and responsibilities and work effectively with the teachers to ensure a good quality of support and guidance to the pupils.
- 161 Resources are regularly updated, in accordance with school priorities and each classroom is appropriately well stocked. Computers are used very effectively to support pupils' work while all teachers make appropriate use of the interactive whiteboards to enhance teaching and learning. The school library is well stocked and organised.
- 162 The school makes good use of funds made available from the Parent Teacher Association (PTA), which significantly enhance the budgetary provision, and enables the school to enrich its provision for all the pupils. The school makes very good and effective use of its accommodation and of the local area. The outdoor activity areas are extremely used well as part of the provision for pupils within the Foundation Phase. Recent significant improvements to the school buildings are outstanding features which have enhanced the accommodation and facilities, in particular the outside play and shelter areas for younger pupils.
- 163 The building is kept in good decorative order and impressive wall displays significantly enhance the environment. The school has a spacious playground, together with appropriate security measures. There are adequate toilets, which are clean and well maintained. Although there is no playing field on site, the school makes effective use of a nearby sports field, within easy walking distance of the school.
- 164 The school fully supports each member of staff's pathways towards further personal development through enabling them to attend appropriate updated training courses. Staff also attend courses, which the school has identified as priorities.
- 165 There is an appropriate time for teachers to plan, prepare and assess set aside. Teachers use this time to plan very effectively in key stage teams.
- 166 Suitable and appropriate arrangements have been made to address workload and workforce remodelling issues. Teachers have been given additional time to carry out their tasks.
- 167 The very good use of resources and the high quality of teaching enables pupils to make outstanding progress.
- 168 Bearing in mind the quality of education provided and the progress pupils make, the school gives very good value for money.

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

The headteacher, staff and governors of Victoria Primary School welcome the Estyn report following the inspection undertaken in April 2009.

We are delighted with the outcomes of the inspection confirming the judgements made in our own self-evaluation report.

The award of Grade 1 in all seven key questions celebrates the many strengths and outstanding features of our school and truly reflects the dedication, commitment and achievements of the whole school community.

We are very pleased that the school's ethos, teaching and provision for all pupils were judged to be major strengths resulting in the outstanding progress children make in their learning throughout the school.

We are very proud of our children and are pleased that the inspection team found their behaviour, respect and support for each other and attitude to work to be major strengths of the school.

The headteacher, staff and governors appreciate the professional, supportive and courteous way in which the inspection team carried out a thorough and detailed evaluation of our school.

The school will continue to work on the recommendations of the inspection as already identified in our current school improvement plan.

Finally, it is particularly pleasing that the report confirms that the school's vision and aims are integral to its daily life and work: 'Together we aim for the stars' We will ensure that this is maintained and that we continue to move our school forward.

## Appendix 1

### Basic information about the school

Name of school	Victoria Primary School
School type	Primary
Age-range of pupils	3-11
Address of school	Cornerswell Road Penarth Vale of Glamorgan
Postcode	CF64 2UZ
Telephone number	029 20709225

Headteacher	Mrs Tina Taylor
Date of appointment	1 <sup>st</sup> September 2006
Chair of governors	Miss Chris O'Callaghan
Registered inspector	Mr Peter Mathias
Dates of inspection	27 <sup>th</sup> -30 <sup>th</sup> April 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	29	47	49	52	29	60	58	59	383

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	16	4	18.2

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	19:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1.3:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	88.2%	93.7%	94.1%
Autumn 2008	92.3%	92%	94.2%
Spring 2009	90%	91.7%	93.6%

Percentage of pupils entitled to free school meals	6%
Number of pupils excluded during 12 months prior to inspection	1

### Appendix 3

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

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		29		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	10.3	75.9	13.8
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	0	3.4	58.6	37.9
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	3.4	17.2	75.9	3.4
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	13.8	72.4	13.8
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	3.4	13.8	72.4	10.3
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	13.8	72.4	13.8
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	79.3%	In Wales	80/7%

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

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		60				
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	1.7	8.3	56.7	33.3
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	0	0	0	0	10.0	61.7	28.3
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	8.3	58.3	33.3
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and English according to teacher assessment			
In the school	88.3%	In Wales	75.5%

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

## Appendix 4

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

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

The inspectors visited:

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

Members of the inspection team had meetings with:

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

The team also considered:

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

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

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6
Mr John Foley (Lay Inspector)	Contributions to Key Questions 1, 3 & 4
Mrs Georgene Worsfield (Team member)	Contributions to Key Questions 3 & 4
Mr Glyn Griffiths (Team member)	Contributions to Key Question 4 Key Question 7
Mrs Tina Taylor (Headteacher/Nominee)	Contributions to all Key Questions

### Acknowledgement

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

### Contractor:

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