



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Mount Stuart Primary
Adelaide Street
Butetown
Cardiff
CF10 5BS**

Date of inspection: June 2013

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Context

Mount Stuart Primary School is a large and growing school situated in the Butetown district of Cardiff. The school was first established in 1973 before becoming re-housed in the current building in 1996. Mount Stuart Primary is a Flying Start catchment and Communities First Area school. Most pupils who attend the school live within this catchment area, which is socially and economically deprived.

The school caters for pupils aged three to eleven years of age. There are currently 407 pupils on roll, including 81 in the part-time nursery. This is an increase of over 100 pupils since the previous inspection. The school is organised into 12 classes, many of which are single aged. In total there are 16 teachers and 19 support staff.

Ninety-seven per cent of pupils are from ethnic minority backgrounds. Pupils come from at least 37 different ethnic groups and speak over 21 different languages. Eighty-nine per cent of pupils speak English as an additional language. The language acquisition levels of most pupils are at “new to English” (40%) or “early acquisition” (46%). The school identifies that 25% of pupils have further additional needs. Very few pupils have a statement of special educational need.

The percentage of pupils eligible for free school meals is 31%, which is above the average for the local authority and Wales.

The school was last inspected in 2007. The head teacher has been in post since 2009.

The individual school budget per pupil for Mount Stuart Primary in 2012-2013 means that the budget is £3,545 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum is £2,873. Mount Stuart Primary is 51st out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The school's current performance is excellent because:

- by the end of key stage 2, almost all pupils make very good progress relative to their starting point;
- pupils with English as an additional language achieve good and often excellent standards in oracy and writing;
- the school's strategies for raising pupils' attainment are highly effective;
- teaching is consistently good;
- pupils' sense of cultural identity is promoted exceptionally well in an inclusive and caring environment;
- arrangements for all pupils' care, support and guidance are outstanding; and
- the school makes excellent use of resources to support teaching and learning.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher provides very good leadership for all aspects of school life;
- the processes of self evaluation and planning for improvement are well established and very effective with a strong culture of continuous improvement;
- information from self-evaluation is used to develop and prioritise;
- improvement plans with a clear focus on raising standards;
- there are a wide range of excellent strategic partnerships that enrich and support pupils' learning and wellbeing;
- the school has been highly effective in securing improvements over time; and
- the careful management of all resources helps to ensure excellent outcomes for pupils.

Recommendations

- R1 Extend the development of pupils' Welsh language skills at key stage 2
- R2 Improve the punctuality of a few pupils
- R3 Ensure that all staff plan progressively to develop pupils' numeracy and information and communication technology skills across the curriculum
- R4 Develop the role of the middle leadership team to ensure that they are fully accountable for their areas of responsibility

What happens next?

Excellent practice

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Standards: Excellent

Many pupils enter the school with a limited understanding of the English language. During their time in the school, most pupils make excellent progress relative to their starting point. By the end of Year 6, nearly all pupils make at least the expected progress in English and around half of these pupils make excellent progress in developing their writing and oracy skills.

Pupils in nursery and reception classes develop their early literacy skills very successfully. By the end of their time in reception, they are able to converse meaningfully with others. Nearly all pupils, in both key stages, express themselves exceptionally well. They are able to explain their work confidently using a range of extensive vocabulary. They speak very articulately to different audiences including other pupils, teachers and visitors.

Most pupils in the Foundation Phase make very good progress in developing their reading skills. They are able to use a range of phonic and picture clues very successfully to help them work out unfamiliar words and to make sense of the text they are reading. Standards in reading at key stage 2 are generally very good. Most pupils read fluently, clearly and with expression. They are able to access relevant information in a text confidently and answer factual questions about what they have read. They are able to explain the main themes in a story and how the characters interact with each other. They use mature vocabulary to predict what will happen next.

Across the school, the written work of most pupils is of a very high standard in relation to their starting point. By the end of key stage 2, they write independently and often at length for a variety of purposes and audiences. Most pupils use a wide range of imaginative vocabulary. They write very effectively in a variety of genres across a range of different subjects. Most pupils spell words accurately and use appropriate punctuation consistently well. However, a minority of pupils do not take enough care over the presentation of their work.

Nearly all pupils across the school develop effective thinking skills. Most pupils are able to identify questions they wish to research and set success criteria for their work. Most are developing confidence in working independently by the end of key stage 2.

Pupils with additional learning needs make excellent progress from their starting points and against personal targets. Nearly all pupils who follow additional reading and language programmes make exceptional progress within a short space of time. Almost all pupils who speak English as an additional language make outstanding progress in relation to their language development, particularly in speaking and writing.

Considering their linguistic background, most pupils make good progress in Welsh lessons. Pupils in the Foundation Phase speak enthusiastically using a good range of vocabulary. Older pupils in key stage 2 are generally less confident in speaking. By the end of key stage 2, many pupils are able to write short paragraphs using the past tense. They are able to read simple texts with expression and understanding. However, many older pupils are less confident in using their spoken Welsh in more informal situations.

In 2012, Foundation Phase pupils' performance at the expected outcome (outcome 5) in language, literacy and communication and mathematical development was above the family average. Pupils' performance in personal and social development wellbeing and cultural diversity was below the family average. Compared to schools with a similar proportion of free school meals, pupils' performance places the school in the upper 50% for all three areas of learning in combination. However, when each assessed area of learning is considered individually, the school's performance in each area places it in the lower 50%.

In 2012 at key stage 2, the proportion of pupils that achieved the expected level (level 4) in English, mathematics and science individually and in combination was above the average for the family of schools. The proportion of pupils achieving the higher level (level 5) was significantly above the family of schools in all three subjects but particularly noteworthy in English (27%). Over the past four years, the performance of pupils at the expected level placed the school in the higher 50% of similar schools in all three subjects. In the last two years, the performance of pupils places the school in the highest 25%. In 2012, pupils' performance at the higher level placed the school in the highest 25% in English and science and the higher 50% in mathematics.

Wellbeing: Good

All pupils have a good understanding of the importance of a healthy lifestyle and diet. They are happy and safe in school. Pupils' attendance over the past five years consistently places the school in the higher 50%, or highest 25%, of similar schools. However, a few pupils are regularly late.

Nearly all pupils are well motivated and engaged in lessons and demonstrate positive attitudes to learning. Their behaviour in class is good and they show pride in their work. Most are aware of what they need to do to improve and collaborate well with others.

The school council and eco committee are well established and are effective in making decisions and representing the views of their peers. Pupils have contributed to developing the school's anti-bullying policy and are confident that this has made a difference. However, there are limited opportunities for pupils to make decisions about the direction of their learning.

All pupils benefit from taking part in activities involving the wider community. For example, when they make, bake or grow items for their class stall at the school's Farmers' Market alongside local producers.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a broad and balanced curriculum that fulfils the requirements of the Foundation Phase, National Curriculum and religious education. All teachers plan lessons thoroughly and work collaboratively. This ensures that there is parity across year groups and that lessons progressively build upon pupils' previous learning. The school provides a good range of purposeful intervention programmes for more able pupils and those with additional learning needs.

Planning for literacy skills across the curriculum is excellent and is a particular strength of the school. Nearly all teachers provide very good opportunities for pupils to extend their writing across a range of subjects and areas of learning. However, planning for numeracy and information and communication technology skills is less well developed.

The provision for Welsh language development and the Welsh dimension is good. The use of short phrases to build pupils' vocabulary and teach sentence patterns is particularly effective. The school integrates Y Cwricwlwm Cymreig well and welcomes some high profile Welsh celebrities, such as Cerys Matthews.

The school promotes sustainability very successfully and as a result most pupils have a good understanding of its importance. The school is highly effective in promoting equality and celebrating the diversity of its community through an extensive range of extra-curricular activities, such as Bengali club.

Teaching: Good

Nearly all teachers plan effectively to provide learning experiences that motivate and challenge pupils to achieve good standards, especially in literacy. They hold high expectations of their pupils and set ambitious success criteria. Most teachers use a good range of questions effectively. This encourages pupils to draw upon their previous knowledge and promotes independent learning well. Support staff and additional language teachers use their specialist skills effectively and make a very valuable contribution to enhancing pupils' learning experiences. All adults know their pupils well and this helps to create a purposeful and respectful working environment. However, in a very few lessons, teachers do not deal quickly enough with low level disruptions.

Teachers provide very good feedback to pupils and this helps them to understand how well they are doing. The school has effective systems for tracking pupils' progress. It collects an extensive range of data to identify priorities for improvements in standards. Assessment for learning is developing well across the school and there are elements of very good practice. The extensive use of teacher and peer assessment enables pupils to set meaningful targets for improving their work.

The school's annual reports to parents are of a good quality and keep parents well informed about their child's progress.

Care, support and guidance: Excellent

The school has appropriate policies and arrangements for promoting healthy lifestyles and pupils' wellbeing. Pupils' spiritual, moral, social and cultural development is fostered successfully through a good range of curricular and community activities. The parent focus group and school council made a beneficial contribution when revising the school's anti-bullying policy and procedures. This has resulted in a better understanding of how the school deals with any incidents.

The school's comprehensive procedures are effective in raising pupils' levels of attendance. However, punctuality remains an issue for a few pupils.

All staff support pupils with English as an additional language and those identified as having other additional learning needs exceptionally well. Staff use the tracking system rigorously to monitor pupil's progress and move them quickly on to the next stage of their learning. The outstanding collaborative working arrangements between the school, the Ethnic Minority and Traveller Achievement Service and other organisations ensure that all identified pupils make at least good but often excellent progress, especially in their oracy and writing skills. The very good levels of communication between parents and the school's additional needs support team mean that parents work alongside the school to ensure that their child makes progress. This results in a cohesive and well-rounded approach to addressing the needs of both the family and the child.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Excellent

The exceptional levels of communication and willingness to listen by the headteacher and other senior staff have led to outstanding levels of trust and cohesion with both pupils, parents and members of the local community. The school values every child as an individual and encourages them to celebrate and take pride in their own culture. Nearly all pupils are tolerant, respectful and understanding of the beliefs of others.

Pupils are involved extensively in deciding key values and many pupils articulate successfully what each value means in the day-to day work of the school. Provision successfully tackles stereotypical attitudes and encourages all pupils to achieve their best.

The school's accommodation meets the needs of pupils. There is sufficient space within classrooms and communal teaching areas to deliver all aspects of the curriculum. Good quality resources support teaching and learning effectively. Displays celebrate pupils' achievements well and contribute considerably to a vibrant, inclusive and welcoming learning environment.

Overall, the school makes good use of its outside areas with all pupils in the Foundation Phase having access to outdoor spaces. However, not all areas of the

high quality outdoor provision in nursery are accessible to these pupils throughout the session.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Good

The school has clear aims and strategic objectives that focus on raising standards and meeting pupils' needs.

The head teacher provides very strong leadership. He has a clear vision for the future based on high expectations of pupils' achievement, behaviour, tolerance and equality. These principles are at the heart of the school's work, with all staff working collectively to support them. The head teacher is very visible around the school and has a good knowledge of pupils and their families. The deputy headteacher is very supportive of the aims and vision of the school. She effectively takes on roles of significant responsibility.

The senior leadership team is well established and members have clearly defined roles. They meet regularly to evaluate pupils' performance and to plan for school improvement. However, middle leaders are not fully involved in all aspects of the school's management.

There is a collegiate atmosphere in the school. Staff work together very well as a team and are fully involved in decision-making and school improvement activities. Despite this, opportunities for sharing good practice are relatively limited.

Governors are well informed and have an appropriate balance of relevant skills. They are increasingly involved in strategic planning and school improvement activities. They provide an appropriate level of challenge and most visit the school regularly to observe lessons and to meet senior managers linked to their subject interests. This helps to raise their awareness of the school's priorities.

The school takes good account of local and national priorities. For example, it has focused recently on raising standards in literacy; promoting community regeneration through improvements in additional learning needs; and building on parents' experiences of learning with their children.

Improving quality: Excellent

Self-evaluation procedures are well established and very effective. There is an annual monitoring, evaluation and review cycle involving all staff. The school uses a range of tools and techniques very successfully to assess progress and to plan the way forward. Senior leaders have a very good understanding of the school's strengths and areas for development.

Priorities for improvement are evidence-based, arising from a thorough analysis of performance data. First-hand classroom observations and book scrutiny enable the school to monitor and evaluate pupils' learning robustly and accurately. A wide range of rigorous monitoring activities are in place, involving many staff. This

contributes very effectively to the on-going self-evaluation process. The school also regularly canvasses parents for their opinions and takes good account of pupils' views. For example, pupils made a valuable contribution to the formulation of the acronym HEART (Happiness, Equality, Achievement, Respect and Trust) that encapsulates the core values of the school. There is a clear link between self-evaluation and the school improvement plan, Subject and senior leaders produce purposeful action plans, which directly inform the plan. It contains realistic priorities and challenging and measurable targets. Progress is carefully analysed and recorded, leading to significant improvements, for example, in reading and mathematics. This excellent practice is shared with other schools within and outside the local cluster. The school has made very good progress since the last inspection.

The school actively initiates and engages in a range of professional networks within the local cluster and across the city, as well as with its family of schools. For example, the school has worked closely with other local schools to devise strategies to improve attendance, assessment for learning procedures and thinking skills. This has resulted in positive outcomes for pupils' learning and wellbeing.

Partnership working: Excellent

The school has a wide range of strategic partnerships that enrich and support pupils' learning and wellbeing very effectively.

The partnership with parents is excellent and has been very successful in raising standards, particularly in literacy for both pupils and adults. Innovative family literacy sessions and open mornings, for example, promote close relationships and enable parents to support their children at home. As a result, a few parents have attended courses to gain further qualifications.

The school also engages successfully with families to positively overcome the barriers to communication presented by the wide range of pupils' home languages. In return, parents are very supportive and consider their views are listened to and acted upon. For example, the school made effective adjustments to the arrangements for collective worship as a result of parental views.

The school has forged very strong links with the local community. There is, for instance, a very effective and innovative partnership with a local business, whose employees read with pupils each week. This provides pupils with good opportunities to practice their reading skills with members from the wider community. The school also has beneficial partnerships with colleges and training institutions, as well as with the local authority, particularly in relation to the support from specialist services.

Cluster schools collaborate regularly and effectively on a range of current initiatives, including the sharing of good practice and the moderation and standardisation of pupils' work. There are strong links with the main receiving secondary school and transfer arrangements are good. Pupils are well prepared for the move to Year 7.

Resource management: Excellent

The school has a full complement of staff, who have appropriate experience and expertise to carry out their roles and responsibilities.

The strategic deployment of teaching and support staff is outstanding and contributes significantly to pupils' learning and wellbeing. For instance, the purposeful deployment of local authority Ethnic Minority and Traveller Achievement Service staff has successfully raised standards in literacy for many pupils from ethnic minority backgrounds.

The arrangements for professional development are excellent, and result in innovative approaches to learning and teaching. The training programme for support staff in particular, provides them with the skills and knowledge to be extremely effective in their role.

The school manages its accommodation, resources and budget very well and good financial controls are in place. The governing body and head teacher, with valuable support from the school administrative officer, ensure that financial decisions are closely linked to identified school needs. Due to the excellent features in pupil outcomes and the quality of provision, the school provides excellent value for money.

Appendix 1

Commentary on performance data

Mount Stuart Primary School is the most challenged in its family of schools.

On entry to the school, baseline data indicates that almost all pupils have linguistic skills that are below or well below average. Eighty-nine per cent of pupils come from homes where English is an additional language. The language acquisition levels of most pupils are “new to English” (40%) or “early acquisition” (46%).

In the Foundation Phase, in 2012, many pupils achieved outcome 5 (the expected level) in relation to the development of their language, literacy and communication skills, mathematical development and personal and social development, wellbeing and cultural diversity (the foundation phase indicator). Performance is above that of other schools in the same family. In language and mathematical skills, pupils’ performance is above that of the family of schools but below family performance in personal and social development, wellbeing and cultural diversity. The proportion of pupils achieving above the expected level (outcome 6) was below the family in language, literacy and communication skills but around the average for mathematical development and personal and social development, wellbeing and cultural diversity. Compared to similar schools, performance places the school in the upper 50% for all three areas of learning in combination. However, when each area of learning is considered individually, performance is in the lower 50% of similar schools.

In key stage 2, the proportion of pupils who achieved level 4 (the expected level) in English, mathematics and science individually and in combination (the core subject indicator) was above the average for the family of schools. The proportion of pupils gaining the higher level 5 in 2012, is significantly above the family of schools in all three subjects but particularly noteworthy in English.

Over the past four years, when benchmarked against schools with a similar proportion of free school meals, the performance of pupils at level 4 (the expected level) placed the school in the higher 50% in all three subjects. In the last two years, pupils’ performance placed the school in the highest 25%. Pupils’ performance at the higher level 5 has been more variable, but in 2012, performance was in the highest 25% in English and science and in the higher 50% in mathematics.

Girls generally perform better than boys in the Foundation Phase. At the expected level (outcome 5), the gender difference is significantly higher than that of similar schools and of schools nationally. In key stage 2, at the higher level 5, girls generally outperform boys in English and science.

Pupils with additional learning needs achieve very well against personal targets and make excellent progress. There is no significant difference in performance between those pupils in receipt of free school meals and those who are not.

By the end of key stage 2, nearly all pupils who have English as an additional language make very good progress in relation to their language development, particularly in speaking and writing.

Appendix 2

Stakeholder satisfaction report

Parent questionnaires

Fourteen parents or carers completed the questionnaire.

All parents or carers say that:

- their child likes school and is safe;
- staff expect their child to work hard and do his or her best;
- they are generally satisfied with the school and it is well run;
- their child was helped to settle when they started;
- teaching is good;
- their child is making good progress;
- their child is encouraged to be healthy and take regular exercise;
- their child receives appropriate additional support in relation to their needs;
- they are comfortable approaching the school with a problem or question;
- they understand the school's complaints procedures;
- the school helps their child to become more mature and take on responsibilities;
- their child is well prepared for moving to the next school; and
- there are a good range of trips and visits.

Most parents feel that:

- staff treat all children fairly and with respect; and
- they are well informed about their child's progress.

A majority of parents feel that:

- homework builds well on what their child learns in school.

The views of these parents and carers are generally slightly more positive than the responses from parents in primary schools across Wales. However, they are less positive about how well homework builds upon what their child learns in school.

Pupil questionnaires

One hundred and eleven pupils completed the questionnaire.

Almost all pupils state that they feel safe in school.

Most pupils think that:

- the school teaches them how to be healthy;
- they are doing well and that teachers and other adults in the school help them to learn;
- they have enough books and equipment; and
- they know what to do if they are finding work hard.

Many pupils say that:

- the school deals well with any bullying;
- that they know who to talk to if they are worried or upset;
- their homework helps them to understand and improve their work in school; and
- there are enough chances for regular exercise.

A majority of pupils state that nearly all children behave well at playtime and lunch time and half the pupils say that other children behave well in the class so they can get their work done.

The views of pupils are generally less positive than the responses of pupils in primary schools across Wales. In particular, pupils are less positive about the behaviour of other children both within the classroom and at lunch and play times.

Appendix 3

The inspection team

Helen Lester	Reporting Inspector
Mary Dyas	Team Inspector
Liz Miles	Team Inspector
Terry Williams	Team Inspector
Deirdre Emberson	Lay Inspector
David Williams	Peer Inspector
Peter Morris	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, 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

Glossary of terms – Primary

Foundation Phase indicator (FPI)

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language;
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

The core subject indicator (CSI)

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language;
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

All-Wales Core Data sets

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.