

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

**St Francis' Roman Catholic
Voluntary Aided Primary School
Wilson Road,
Ely, Cardiff
CF5 4JT**

School Number: 681/3375

Date of Inspection: 6th to 9th November 2006

by

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W170/15942**

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St Francis' Roman Catholic Voluntary Aided 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 St Francis Primary School took place between 6th and 9th of November 2006. An independent team of inspectors, led by Mr R. Isaac undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **full** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and 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	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
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. St. Francis' Primary School is situated in Ely, on the western fringe of the City of Cardiff, in what the school identifies as an economically disadvantaged area with high unemployment. It is a new school, which arose from the amalgamation of the former infant and junior schools. This amalgamation caused a restructuring of the staffing, which was reduced by five teachers. There are 253 pupils on roll aged from four to eleven years, over half of whom have previously experienced pre-school education. These numbers have declined in past years, but are recently increasing. The school has no nursery provision and children start in the Reception classes. The current head teacher has been in post since January 2005.

2. About 55 per cent of pupils are entitled to receive free school meals, which is far above the national average. There are 94 pupils – or 35 per cent – who the school have identified as having Additional Educational Needs (AEN), which is double the national average. One pupil holds a formal statement of AEN, which is well below average. Ten per cent of the pupils are on the child protection register, which is well above average. A significant minority of key stage 2 pupils are carers for younger family members. English is the sole or predominant home language in all cases. No pupils come from a Welsh speaking home and none are *looked after* by the local authority. Ten per cent of pupils have minority ethnic backgrounds. The school has 11 classes, 14 teachers, including the head teacher, two nursery nurses and five learning support assistants. All class sizes are 30 or below and two contain mixed-age groups. One class contains 12 pupils with significant additional educational needs (AEN).

3. The former infant school was last inspected in 2003 and the former junior school in 1998. The new primary school received a separate inspection of its provision for religious education under section 48 of the Education Act 2005 at the same time as this section 28 inspection. St. Francis Primary School achieved the Quality Standard of the Basic Skills Agency in 2006.

The school's aims, priorities and targets

4. The school's mission statement is *Together with Jesus we love and learn*. Its main aim is to work as a family with pupils, staff, parents, the parishes and the wider community. It states that it wants to value each individual and nurture them within a safe, stimulating, happy, caring environment where fairness and equal opportunities prevail. The school has identified the following priorities for development in its school improvement plan (SIP). They include to:

- improve standards in English, mathematics, history, design and technology and key skills;
- improve opportunities for teaching and learning through an emphasis on achievement, inclusion and information and communications technology (ICT);
- improve the quality of assessment; and
- improve leadership and management with regard to the school's mission and aims, the remodelling of the workforce and preparation for the new Foundation Phase.

Summary

5. St Francis' Primary School is a good school which cares for its pupils outstandingly well and helps many of them to make good progress. It supports them in becoming caring and confident citizens. Its head teacher and deputy head teacher make a very good contribution to the life and teaching of the school and the quality of teaching is often outstanding. The morale of staff and pupils is high and the school has made good progress since its amalgamation in 2005. Although there is still much work to do, for example in improving attendance rates, the school gives good value for money.

Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	Grade 2
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 2

6. The findings of the inspection team were in line with five of the seven judgments made by the school in its self-evaluation report. Inspectors found evidence to support the judgment on key question 2 and key question 6 being grade 1 because of the outstanding features seen.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 1

7. Many children enter the reception class with attainments well below those expected for their age. Over time, pupils, including those with AEN and those in vulnerable circumstances, make good progress in their learning.

8. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They make outstanding progress in their personal and social, mathematical and physical development.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Welsh Second Language	Grade 2	Grade 2
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Art	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2
Personal and Social Education	Grade 1	Grade 1

9. In the 71 lessons inspected, the grades awarded for standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	65%	18%	0%	0%

10. This shows that in 82 per cent of lessons standards are at least good with no important shortcomings. This compares well with national standards which were judged as 76 per cent at least good in the latest report of Her Majesty's Chief Inspector of Schools in Wales. Standards of achievement in 17 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These are high figures, above the current national target of 50 per cent, and the target for 2007 of 65 per cent, of standards to be graded 1 or 2.

11. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was above national averages and those of similar schools. Girls achieved more highly than boys. High standards have been maintained for the last four years. This is a considerable achievement given the low achievements of many children when they are four.

12. In the 2006 key stage 2 English, mathematics and science teacher assessments, the proportion of pupils who achieved at least Level 4 was well below the national average, but in line with that of many similar schools nationally. The proportion that attained the higher Level 5 was lower than the national average.

13. The key stage 2 collective results for pupils, who achieved at least Level 4 in all three core subjects together, were below national averages and also below the average achieved by pupils in similar schools nationally. The fractured lives of a significant minority of older pupils are a key factor in this pattern of below average achievement. The poor attendance levels of a quarter of the school – mainly in key stage 2 – also have a major impact on how well pupils achieve. That said, many, including those with AEN, make good progress in that they start their education with very low achievements.

14. Learners progress well in their personal, moral, social and wider development. From Reception to year 6, they make at least good and often outstanding progress in developing their personal and social skills. Learning experiences promote pupils' spiritual, moral, social and cultural development outstandingly well. Many pupils have a sense of ownership and responsibility to the school, its environment, their community and the wider world. However, this is not the case with all pupils. The school has a strong sense of *family* and its ethos encourages pupils to care for individuals and to appreciate other people's values.

15. Pupils' standards and progress in speaking and listening are good in key stages 1 and 2. Standards in writing across the curriculum are good in both key stages, and standards in reading have good features which outweigh shortcomings. Standards in the use of numeracy are good in both key stages. Pupils achieve well in the use of incidental Welsh throughout the school, but standards in the use of information technology have some shortcomings in key stage 2.

16. Pupils sometimes achieve well, when collaborating on creative and problem-solving activities, but they do not always take the initiative, make hypotheses and deductions and explore ideas creatively enough.

17. The majority of pupils enjoy being in school. Their behaviour and attitudes to learning are good in Reception and key stage 1. Good features outweigh shortcomings in the behaviour and attitudes of pupils in key stage 2. Most pupils understand the school rules and recognise the need to take responsibility for their actions. However, the behaviour of a minority of pupils is of real concern to the head teacher, staff and the governing body, and an undue amount of time is taken in dealing with these pupils.

18. All adults in the school consistently encourage pupils to understand, manage and develop their standards of behaviour to the best of their abilities. However, some pupils fail to respond to the school's efforts to promote acceptable behaviour. This has resulted in seven temporary exclusions and one permanent exclusion in the past academic year. This level of exclusion is very high for a primary school.

19. Attendance levels have some good features, but also shortcomings in important areas throughout the school. Despite the considerable efforts of staff, attendance rates average only 88 per cent, a figure well below the expected levels of attendance for primary schools in Wales. One-quarter of pupils of statutory school age have levels of attendance below 85 per cent and some have very poor attendance patterns. The great majority of poor attenders are in key stage 2. Often, pupils are absent from school for trivial reasons. This poor attendance impacts adversely and to a marked degree upon the standards they achieve, which could be much improved with better attendance rates.

20. A significant minority of the school's population is transient and this situation further affects attendance figures. Pupils are often withdrawn from school without explanation. The school makes every effort to trace them and keeps them registered until a satisfactory explanation for their disappearance can be found.

21. Unauthorised absence is high, averaging five per cent annually. This is due to the correct categorising of absence by the school, and the head teacher's refusal to accept parental condoning of absence when no legitimate explanation for non-attendance is given.

22. A significant minority of pupils from all age groups arrive late for the start of the school day. This often disrupts the class and these pupils miss significant parts of the first lesson of the day.

23. Most pupils demonstrate an awareness of the principles of equal opportunity and recognise that people should be treated fairly and without favouritism. While pupils recognise the diversity of beliefs and cultural traditions in society today, a small minority sometimes uses very inappropriate language when referring to racial differences.

24. In a significant number of lessons, pupils have too few opportunities to develop the capacity to work independently, use their own initiative and make decisions to improve their own learning. Pupils seldom plan and organise their own work without supervision and are overly dependent upon teachers to direct them.

The quality of education

25. The overall quality of teaching is good with outstanding features. In the 71 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	62%	14%	0%	0%

26. Teaching shows at least good features with no important shortcomings in 86 per cent of lessons, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, 24 per cent has outstanding features, as opposed to 18 per cent nationally. This is in excess of the current national target of 50 per cent of teaching to be graded 1 or 2.

27. The outstanding features of teaching include:

- excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

28. Where teaching has shortcomings, this is mainly due to an over-reliance on the teacher as the instigator of all learning and insufficient opportunities for pupils to solve problems for themselves or to conduct their own independent research.

29. The overall quality of assessment is good. However, apart from mathematics, there is no whole-school system in place to monitor pupils' progress in National Curriculum (NC) subjects over time or to set further targets based on pupils' past achievement. This limits teachers' ability to identify quickly whether pupils are achieving their full potential.

30. Teachers keep comprehensive records of pupils' achievements including baseline assessments and performance in national tests and other standardised assessments. The school uses this information to identify those who need additional support. Teachers do not have portfolios of assessed work for all subjects.

31. Teachers respond very well to pupils' learning needs and provide them with equal access to a rich, broad, balanced and interesting curriculum. They plan for Y Cwricwlwm Cymreig carefully in all subjects and look constantly for opportunities to promote the culture and heritage of Wales. Teachers promote pupils' spiritual, moral, social and cultural development outstandingly. There is an outstanding number of extra-curricular clubs. Pupils enjoy them and many attend them often.

32. The quality of care, support and guidance provided by the school is consistently good with outstanding features. The head teacher and staff know pupils well and effective procedures are in place to monitor and support pupils' progress, development and well-being. This is particularly evident in the care provided for the many pupils in vulnerable or challenging circumstances.

33. The quality of provision for pupils with AEN is good with outstanding features. The identification, assessment and provision for pupils with AEN are comprehensive

Leadership and management

34. The overall quality of leadership and management is good with no important shortcomings. The chief features of leadership include the:

- well-organised leadership of the head teacher;
- able support of the deputy head teacher;
- leadership of the provision for pupils with AEN;
- good quality of governance provided by the governing body;
- active inclusion of pupils in leadership through regular meetings of the school council; and
- excellent quality of self-evaluation.

35. The head teacher gives a clear sense of direction to the school's work and shares with other teachers, pupils and parents a commitment to improvement. In some subjects, coordinators are at an early stage in monitoring and evaluating teaching across the school. The development of portfolios of work is also in its infancy.

36. Governors are well informed and very supportive of the school. They value the vital contribution the school makes to its community. A number of governors are actively involved in the daily life and work of the school. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation

report is thorough and incisive. The quality of planning for improvement is good as shown by the school's improvement since its amalgamation in 2005.

37. Governors meet regularly throughout the school year and fulfil all regulatory and legal requirements. Appropriate policies are in place to meet statutory requirements and these are monitored and reviewed on a regular basis.

38. The overall quality of the spacious interior accommodation is good. It provides a stimulating learning environment and is enhanced by good quality displays. The external accommodation is not adequate for older pupils and limits the scope of their physical activities. A number of health and safety issues were drawn to the attention of the governing body by inspectors. Younger pupils benefit from a more stimulating environment for playtime activities.

39. This is a school which is committed to improving standards, and which has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its inception.

Recommendations

In order to improve the school's quality further, the head teacher, governors and staff now need to:

- R1** raise standards further in English and information technology;
- R2** improve achievements in problem solving, independent research and study skills across the curriculum;
- R3** continue efforts to improve levels of attendance and punctuality;
- R4** develop the roles of subject coordinators in monitoring as well as in the production of portfolios of assessed work;
- R5** develop further the monitoring of pupils' progress from year to year;
- R6** continue with plans to improve the school's outdoor accommodation; and
- R7** address the health and safety issues raised by inspectors with the governing body.

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 2: Good features and no important shortcomings

40. This matches the school's grade in its self-evaluation report. When the low attainments of many pupils on entry to the school are taken into account, it is clear that many make good progress.

Pupils' success in attaining agreed learning goals

41. In the 71 lessons inspected, the overall grades awarded for standards achieved were:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	65%	18%	0%	0%

42. These are high figures, well above the current national target of 50 per cent, and the target for 2007 of 65 per cent of standards to be graded 1 or 2.

43. In the Reception classes, overall standards of achievement are as follows:

Language, literacy and communication	Grade 2
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 2
Creative development	Grade 2
Physical development	Grade 1

44. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make good progress towards the Desirable Outcomes for Children's Learning. Children make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They make outstanding progress in their personal and social, mathematical and physical development.

Subjects and areas of learning

45. Standards of achievement in the subjects inspected were found to be as follows:

Subject	Key Stage 1	Key Stage 2
English	Grade 2	Grade 3
Mathematics	Grade 2	Grade 2
Science	Grade 2	Grade 2
Welsh Second Language	Grade 2	Grade 2
Art	Grade 2	Grade 2
Design and Technology	Grade 2	Grade 2
Information Technology	Grade 2	Grade 3
Geography	Grade 2	Grade 2
History	Grade 2	Grade 2
Music	Grade 2	Grade 2
Physical Education	Grade 2	Grade 2

Personal and Social Education	Grade 1	Grade 1
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46. In the 71 lessons inspected, the grades awarded for standards achieved were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
17%	65%	18%	0%	0%

47. This shows that in 82 per cent of lessons standards are at least good with no important shortcomings. This compares well with national standards which are 76 per cent at least good. Standards of achievement in 17 per cent of pupils' work have outstanding features, as opposed to 13 per cent nationally. These are high figures, above the current national target of 50 per cent, and the target for 2007 of 65 per cent, of standards to be graded 1 or 2.

48. Pupils, including those with AEN and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills.

49. Pupils' standards and progress in speaking, listening and writing across the curriculum are good in key stage 1 and key stage 2. Standards in reading have good features which outweigh shortcomings.

50. Standards in the use of numeracy and incidental Welsh have good features and no important shortcomings.

51. Pupils sometimes achieve well, but when collaborating on creative and problem-solving activities, they do not always take the initiative, make hypotheses and deductions, and explore ideas creatively enough.

52. In 2006 at key stage 1, the school's results were above those of similar schools in English, mathematics and science, both locally and nationally. They were also above the results achieved on average by all schools nationally and locally. This has been the pattern in key stage 1 for the last four years.

53. In 2006, the key stage 1 results, collectively, for the proportion of pupils attaining at least level 2 in English, mathematics and science together was above national averages and those of similar schools. Girls achieved more highly than boys. Good standards have been maintained for the last four years. This is a considerable achievement given the low achievements of many children when they are four.

54. In the 2006 key stage 2 teacher assessments for English, mathematics and science separately, the proportion of pupils who achieved at least Level 4 was well below the national average, but in line with that of many similar schools nationally. The proportion that attained the higher Level 5 was lower than the national average in all three subjects.

55. The 2006 key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were below national averages and also below the average achieved by pupils in similar schools nationally. The fractured lives of a significant minority of older pupils are a key factor in this pattern of below average achievement. The poor attendance levels of a quarter of the school – mainly in key stage 2 – also

have a negative impact on how well pupils achieve. That said, many make good progress inasmuch as they start their education with very low achievements.

56. Girls achieved more highly than boys in English, but boys did much better than girls in science. Results have fluctuated from year to year, reflecting the differing abilities of different year groups.

Progress in learning

57. Many pupils enter the school with low capabilities and skills well below average in learning. However, most make good progress in fulfilling their potential and moving on to the next stage of learning. More-able pupils tend to do well by the end of year 6.

58. Children aged under five make good progress in learning. Many pupils in key stage 1 and key stage 2 make good progress because they respond well to the good quality teaching they receive. They speak confidently of the progress they feel they are making and they know how to improve their work. Teachers communicate well with pupils, and give much verbal feedback.

59. The behaviour and attitudes of pupils in key stage 1 and children under five are good. They understand what is expected of them, are polite and caring towards each other and are welcoming to visitors. They are positive about their work and play, persevere with their tasks and take pleasure in their achievements.

60. Good features outweigh shortcomings in the behaviour and attitudes of pupils in key stage 2. Most pupils understand the school rules and recognise the need to take responsibility for their actions. However, the behaviour of a minority of pupils is of real concern to the head teacher, staff and the governing body, and an undue amount of time is taken in dealing with these pupils.

61. All adults in the school consistently encourage pupils to understand, manage and develop their standards of behaviour to the best of their abilities. However, some pupils fail to respond to efforts to promote acceptable behaviour, which has resulted in seven temporary exclusions and one permanent exclusion in the past academic year. This level of exclusion is very high for a primary school.

62. A significant number of incidents linked to poor behaviour occur in the lunch-time breaks in the key stage 2 playground. The limited space available and the lack of apparatus and equipment to stimulate play contribute to the problem.

63. Attendance levels have some good features, but also shortcomings in important areas throughout the school. Despite the considerable efforts of staff, attendance rates average only 88 per cent, a figure well below expected levels of attendance in primary schools. One-quarter of pupils of statutory school age have levels of attendance below 85 per cent and some have very poor attendance patterns. The great majority of poor attenders are in key stage 2. Often, pupils are absent from school for trivial reasons. This poor attendance impacts adversely and to a marked degree upon the standards they achieve, which would be improved with better attendance..

64. A significant minority of the school's population is transient and this situation affects attendance figures. Pupils are often withdrawn from school without explanation. The school makes every effort to trace them and keeps them registered until a satisfactory explanation can be found.

65. The governing body is rightly concerned about the number of parents who often take their children on holiday during term time. This has an adverse effect on the continuity of pupils' formal education and on overall rates of attendance.

66. Unauthorised absence is high, averaging five per cent annually. This is due to the correct categorising of absence by the school, and the head teacher's refusal to accept parental condoning of absence when no legitimate explanation for non-attendance is given.

67. A significant minority of pupils from all age groups arrive late for the start of the school day. This often disrupts the class and these pupils miss significant parts of the first lesson of the day.

68. Registration is conducted efficiently but is often hampered by the late arrival of pupils. Teachers are rigorous in recording and reporting pupils' absence or lateness, and the school complies with the attendance requirements set out in the National Assembly for Wales Circular 3/99, *Pupil Support and Social Inclusion*.

69. In a significant number of lessons, pupils have too few opportunities to develop the capacity to work independently, use their own initiative and make decisions to improve their own learning. Pupils seldom plan and organise their own work without supervision and are dependent upon teachers to direct them.

70. On the limited occasions when pupils get the opportunity to work independently, in pairs or in groups, they organise themselves well, work co-operatively together and ensure everyone in the group is included and contributes.

71. Most pupils are developing appropriate personal, moral and social skills to guide them. The supportive ethos of the school, the moral and spiritual input of collective worship and the range of strategies to enhance pupils' self-esteem and confidence contribute to their development in this area.

72. Most pupils demonstrate an awareness of the principles of equal opportunity and recognise that people should be treated fairly and without favouritism. While pupils recognise the diversity of beliefs and cultural traditions in society today, a small minority sometimes uses inappropriate language when referring to racial differences.

73. Pupils are well prepared to understand and participate in the life and work of the local community and good use is made of the locality as a learning resource. The school is committed to the local community and supports a range of community activities.

The quality of education and training

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

Grade 1: Good with outstanding features

74. The overall quality of teaching is good with outstanding features. The findings of the inspection team differ from those of the school in its self-evaluation report because inspectors found outstanding features in the teaching in a range of classes. In the 71 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	62%	14%	0%	0%

75. Teaching shows at least good features with no important shortcomings in 86 per cent of lessons observed, comparing well nationally where teaching is at least good in 79 per cent of lessons. Within this proportion, 24 per cent of teaching has outstanding features, as opposed to 18 per cent nationally. This is in excess of the current national target of 50 per cent to be graded 1 or 2.

76. The outstanding features of teaching include:

- excellent working relationships between teachers and pupils that promote a high quality ethos in lessons and a strong partnership in learning;
- a high but appropriate level of challenge in the tasks teachers set pupils;
- the way that teachers skilfully build and develop imaginative lessons and succeed in catching pupils' attention so that their concentration is sustained for extended periods of time; and
- the way that teachers prepare a wide range of resources and activities to engage pupils fully in their learning.

77. Teachers work in very good partnerships with LSAs, including those with NNEB accreditation, to provide interesting sessions.

78. Teachers stimulate and challenge pupils of all abilities well in carefully differentiated activities. They set clear and appropriate time limits for them to complete tasks and this ensures that lessons progress at a good pace. They intervene sensitively to support and encourage pupils in their work.

79. Teachers exercise their authority firmly and fairly. They establish high standards for pupils' behaviour and effort in classrooms in a positive way. This has a positive effect on attitudes to learning.

80. Teachers have good, up-to-date subject knowledge and use this effectively in lessons. They are enthusiastic in their teaching and use a good range of contexts

and resources to capture pupils' interest and assist their understanding. They use questions skilfully to gauge pupils' knowledge and understanding.

81. Many lessons are planned well and have a clear structure and purpose. This is particularly true of the consistent planning for key skills. Teachers share their objectives with pupils and review them towards the end of lessons to monitor progress. Plenary sessions are often of good quality. Where appropriate, teachers show versatility in adapting lessons to accommodate the needs of all pupils.

82. Teachers promote equality of opportunity and ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They provide rich opportunities for pupils to consolidate their understanding of the Welsh dimension in appropriate contexts.

83. Pupils with AEN play a full part in learning. They are supported well by their teachers and classroom assistants. Arrangements for organising pupils with AEN are highly effective. These ensure that they follow the NC closely and are fully included.

84. Teachers' use of the school's interactive whiteboards has a good impact on teaching and learning. Pupils' progress in ICT is significantly enhanced in many subjects when teachers present custom-designed lessons using interactive whiteboards as an integral part of their teaching. Many concepts are made easy to understand in a compelling way through this innovative use of state-of-the-art technology.

85. Teachers have a good understanding of the requirements and guidance of the Welsh Assembly and Estyn for cross-curricular aspects of study such as key skills.

86. Where teaching has shortcomings, it is mainly due to an over-reliance on the teacher as the instigator of all learning and insufficient opportunities for pupils to solve problems for themselves or to conduct their own independent research.

Assessment, recording and reporting

87. There has been a comprehensive evaluation of the school's assessment procedures following the amalgamation of the two former schools. Overall, the quality of assessment, record keeping and reporting is good.

88. The standard of ongoing assessment and recording for children aged under five is good. Very good strategies are in place for pupils on the AEN register who are regularly assessed. Assessment findings are used effectively to identify new targets for pupils with AEN and they make good progress.

89. Baseline assessment offers teachers a useful starting point against which to measure pupils' progress and regular testing in the core subjects provides useful information about pupils' achievement. The results of NC assessment are analysed and used accurately to set overall, long-term targets. In the core subjects, teachers have used assessment information productively in the last two years to raise standards. However, the setting of targets for improvement for each pupil in each year group for all NC subjects is in its infancy.

90. Teachers set pupils individual targets in mathematics, but do not fully involve them in the choice of target. All teachers use the same system to track pupils' progress in mathematics using results from national and standardised tests. Generally teachers use the targets well to ensure pupils make progress in mathematics over the year and they are beginning to build a longer-term picture across the key stages.

91. Apart from mathematics, there is no whole-school system in place to track and record pupils' progress in the other NC subjects over time or to set further targets based on pupils' past achievement. This limits teachers' ability to identify quickly whether pupils are achieving their full potential.

92. Teachers are starting to develop subject portfolios in a rolling programme.

93. Lesson objectives are shared with pupils in all lessons. The discussions at the end of the lessons on whether objectives have been achieved helps pupils learn from others and assess the quality of their learning.

94. Verbal feedback to pupils is very thorough and pupils' work is marked regularly and consistently. It often includes supportive comments for improvement. Pupils are involved to a limited extent in planning their own progress and improvement. The school has identified this as an area for development.

95. The annual written reports to parents are of very good quality and conform to statutory requirements. Comments are evaluative and clearly describe what pupils know and can do in each of the NC subjects and in religious education. They indicate very clearly to parents what their children can do to improve further and set challenging targets. Comments about pupils' personal and social development are included.

96. Effective parental consultations are held in the autumn and Spring terms and individual appointments offered in the summer term, following distribution of the reports. Targets in Annual Reports are reviewed in the autumn term Parents' Meeting when suggestions are made as to how parents can best help their children in co-operation with the school.

97. Good links with parents of pupils with AEN, or those in vulnerable circumstances ensure that they are well informed about their children's progress and how they can help them further.

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

Grade 2: Good features and no important shortcomings
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98. Overall the findings of the inspection team match the school's judgment in its self evaluation report

99. The school is successful in meeting the needs of all its pupils. The provision of equality of access and opportunity for all learners is good.

100. The overall quality of the educational provision for the Early Years is good with outstanding features. It is appropriate to pupils needs and they make good progress towards the Desirable Outcomes for children's learning. Most pupils want to come to school and are excited and eager learners. They thoroughly enjoy the well planned activities and find learning is fun.

101. Curricular provision is broad, rich and balanced and teachers provide many interesting experiences for pupils. The curriculum meets legal and course requirements. The school has worked hard to produce effective schemes of work that take account of learning needs in this new primary school. Schemes for the core subjects and most foundation subjects are in place and are effective. Currently, the school is working on schemes of work for history and geography, which make sure pupils do not repeat learning and can build systematically on what they already know.

102. The Cwricwlwm Cymreig is outstanding. Pupils learn much about their Welsh heritage in history lessons, educational visits, music classes and studies of Welsh artists such as Augustus John. They have visited centres of government such as the new Welsh Assembly building. Staff regularly use the Welsh language naturally and often throughout the day. Pupils in turn respond and initiate conversation in Welsh to each other, staff and visitors. Pupils are aware of their national heritage and are proud to be Welsh.

103. The school has effective methods to quickly identify pupils who will need extra support for their schoolwork, behaviour or emotional needs. Members of staff have put together a structured programme, which meets their needs very well. Pupils with AEN are supported by additional help in classes and through specialist support in small groups. Their specialised curriculum is outstanding in the way it is matched carefully to their ages and abilities and the way it gives them similar access to the NC as that enjoyed by pupils in mainstream classes.

104. The school organises an outstanding enrichment programme. All year 6 pupils are offered the chance to go on a residential visit. The experiences offered are not only physical such as abseiling and caving, but also social and academic. Visits out of school, to help make learning real, are constantly offered. One year 5 girl said: "*I went to Llancaiach Fawr Manor House and I learnt to make a candle like those Tudors. It was great.*" The school ensures that all pupils have equal learning experiences. It also invites many visitors to enhance the curriculum. Staff organise numerous after-school clubs which pupils attend regularly, showing their commitment and appreciation. All these activities help participants to develop socially and learn skills they need, while also providing pleasure, interest and fun.

105. The provision for spiritual, moral, social and cultural development is outstanding. It is well integrated into the everyday life of the school and is promoted in many subjects. Acts of collective worship play an important part in the development of pupils' spiritual and moral awareness. Staff provide excellent role models for pupils. They actively encourage all pupils, regardless of their abilities, to participate in school activities. They praise pupils often for their persistence, their

efforts and their enthusiasm in their work. As a result, most pupils have a positive attitude to work, the majority have thoughtful behaviour and learn to live and cooperate with each other well.

106. The school provides an outstanding programme to support pupils' personal and social education (PSE). The school actively promotes values such as kindness, honesty and integrity through assemblies, circle time discussions and circle queues when lining up in the playground. Teachers strive constantly to develop pupils' self-esteem and confidence and set time aside to talk about social issues. Teachers emphasise positive rewards for good behaviour around the school, in the classrooms and celebration assemblies. These all give pupils confidence and a feeling of being wanted. As one year 6 pupil poignantly put it: *"It's a safe place. It gives you this thing inside that makes you feel you have no worries"*.

107. Overall, the school's partnerships with parents, the local community, the receiving secondary school and higher education institutions are good and they enrich its life and work.

108. Teachers work tirelessly with parents to encourage them to play an active part in its work and to become involved in their children's education. While many parents are supportive of the school, the indifferent response of a minority of parents is disappointing to the head teacher and staff. This was supported by inspection evidence, in that very few parents responded to the parental questionnaire and only two (out of over 200) appeared at the pre-inspection meeting with inspectors.

109. The school keeps parents well informed through regular newsletters, a useful prospectus and the annual report of the governing body and by regular opportunities to meet with teachers to discuss their children's work and progress. A constructive home/school agreement is in place, though a number of parents have failed to sign it and return it to the school.

110. The Parents and Friends Association works hard to support the school, organises social activities for pupils and raises funds for the benefit of all pupils. Their contribution is greatly valued by the head teacher and staff.

111. The school enjoys productive partnerships with other schools in the locality, especially with the Catholic secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from key stage 2 to KS3. Arrangements for the transfer of pupils are very effective and ensure the majority of Y6 pupils approach secondary school with confidence and settle in quickly.

112. The school has developed a productive working partnership with an initial teacher training institution and with local colleges, and regularly provides training facilities for student teachers and students undertaking childcare, vocational and work experience placements. Students are well supported by staff and make a good contribution to the school's work.

113. The positive links forged with the local community are successful and support pupils' work in a number of curriculum areas. The school enjoys a successful

partnership with the parish church. The clergy and parishioners hold the school in high regard and appreciate the contribution that staff and pupils make to the life and worship of the church community.

114. The provision for work related education has good features which outweigh shortcomings. Pupils visit shops and businesses in the locality and sometimes further afield, and visitors are welcomed to the school to talk about their work, but overall, the vocational aspect of the PSE programme is not fully developed.

115. One teacher has undertaken a relevant industrial placement, which has contributed to professional development and enriched curriculum provision for pupils.

116. The school recognises the need to adopt a more-structured approach to developing its partnership with industry and this is an area for development identified in the school's self-evaluation report.

117. The school is highly successful in tackling social disadvantage and stereotyping and promoting equality of access and opportunity for all pupils. It makes exemplary use of a wide range of external agencies to tackle social disadvantage and to support children and their families.

118. The standards in, and provision for education for sustainable development and global citizenship are good and this is a developing area of the school's curriculum. Pupils are involved in re-cycling schemes and understand the problems of litter and pollution. As part of the *eco-schools award scheme*, the school is working towards achieving the bronze award for conservation and commitment to the environment.

119. The commitment of the school to celebrate diversity and promote equality of opportunity is reflected in pupils' good understanding of global citizenship. Pupils have a good understanding of how global forces can shape the lives of people across the world. They respond with empathy and concern for people involved in natural disasters and actively raise funds to support those affected.

120. Pupils' entrepreneurial skills are developing appropriately. Older pupils have the opportunity to take part annually in a mini-enterprise activity and they help run the school's healthy-eating tuck shop. Pupils have opportunities to contribute to decision-making through their involvement in the school council. Involvement of younger pupils in entrepreneurial and enterprise activities is more limited.

121. The school successfully lays the foundations for lifelong learning and community regeneration. The *wrap around* provision offered to children through the breakfast club is popular and families value the range of after-school activities greatly.

122. The head teacher, staff and governors are fully committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local community and to support children and their families.

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

Grade 1: Good with outstanding features.
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123. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

124. The quality of care, support and guidance provided by the school is consistently good with outstanding features. The head teacher and staff know pupils well and effective procedures are in place to monitor and support pupils' progress, development and well-being. This is particularly evident in the care provided for the many pupils in vulnerable or challenging circumstances.

125. The school works in full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are encouraged to become fully involved and the school listens carefully to them and takes account of their views.

126. The school's arrangements for the induction of pupils are very successful. The youngest children in the reception class settle very well and staff offer excellent pastoral care. Arrangements for moving up classes and transferring to secondary school are well established and effective and ensure pupils settle quickly into their new environments.

127. The personal support and guidance provided by the head teacher and staff to pupils of all ages is outstanding. Pupils' needs are clearly identified and the use made of specialist services is exemplary. Relationships between staff and pupils are mutually supportive and this contributes well to pupils' confidence and self-worth.

128. Pupils have access to an effective personal and PSE programme, including health education, in line with national guidelines, which contributes well to pupils' emotional, personal and social development.

129. Pupils' attendance, punctuality, behaviour and performance are monitored carefully. The school's policies and procedures to promote good behaviour work well for the majority of pupils, and staff are skilled at managing pupil behaviour. The reward system works well and is appreciated by pupils.

130. The school makes very good use of external agencies, such as the behaviour support team from the LEA, in dealing with those pupils whose behaviour gives cause for concern and who may be at risk of exclusion. Extensive work is undertaken to ensure these pupils receive focused support to meet their considerable needs.

131. The head teacher monitors attendance and punctuality thoroughly, and regular and effective liaison takes place with the education welfare officer (EWO). Follow-up procedures are well established. The indifferent attitude of some parents in accepting responsibility for the regular and punctual attendance of their pupils is a cause of considerable concern to the school and the education welfare service.

132. Teachers monitor pupils' academic performance and pupils are beginning to have an input into the setting and monitoring of their own individual targets.

133. The school successfully promotes healthy eating and a healthy lifestyle and pupils have access to fresh water and can buy fresh fruit daily. While the school has an appropriate health and safety policy, a number of health and safety issues have been brought to the attention of the governing body by inspectors.

134. The school gives high priority to its responsibilities regarding child protection and bears in mind that ten per cent of the pupils are on the child-protection register. This is well above the national average. The head teacher is the nominated person, with the deputy head teacher taking the responsibility in his absence. Both the head teacher and the deputy head teacher have received multi-agency training in child-protection procedures. All teaching and non teaching staff have received appropriate guidance in this area and are very clear about the procedures to be followed. All staff are aware of the need for vigilance and constantly check the well being of pupils. The school has a comprehensive child protection policy.

Provision for pupils with Additional Educational Needs

135. The quality of provision for and management of AEN is an outstanding feature of the school. It meets fully the requirements of the AEN Code of Practice.

136. The AEN register is well organised and is an operational document which is regularly reviewed. Pupils are added or removed as new needs are identified or if they have made sufficient progress to remove the need for additional support.

137. Pupils identified as being on school action and school action plus of the register and the one pupil with a statement of AEN are supported by Individual Education Plans (IEPs). These short-term targets for improving learning and behaviour are regularly reviewed and give teachers valuable information about the specific nature of each pupil's difficulty.

138. The school has a specialist learning-support class that provides very good support to 12 pupils with significant additional learning needs. The teacher in charge of the class is also the AEN Coordinator for the school. She provides outstanding leadership and the ethos of the class is purposeful and supportive.

139. Pupils attending the class are clear about the progress they are making and are actively involved in evaluating and setting their targets. This helps their self-esteem and enables them to cope well in mainstream classes for afternoon sessions where they are well supported by LSAs.

140. No pupils are disapplied from NC entitlement. All pupils follow the NC with support and work carefully matched to their needs and ability.

141. The AEN coordinator and her teaching assistant work well together to provide purposeful and dedicated support for all pupils attending the class. Lessons are well planned to meet the needs of pupils and their additional needs are very carefully

assessed and addressed. A key feature of this very good care is the way in which pupils are helped to integrate socially and behave appropriately.

142. The AEN coordinator has very good knowledge of all pupils with AEN and monitors and supervises their work very effectively. She has positive relationships with the designated governor for AEN, parents, teaching staff and learning support assistants. All staff are well trained and briefed by the AEN coordinator.

143. The school has systems of outstanding quality for keeping records for individual pupils with AEN. Targets are regularly monitored, reviewed and adapted. LSAs work very effectively with pupils with AEN and they have well organised routines.

144. Records are detailed and parents receive written confirmation of reviews. Communications with parents about their children are conducted on a personal basis as much as possible. Parents appreciate this.

145. The contribution made to the development of pupils on the AEN register by outside agencies is good and effective use is made of additional support from the Ely-Caerau AEN cluster and the Fast Track and Behaviour Support Teams.

146. The school provides very effective support through its policies and practices for those pupils whose behaviour impedes their progress and those of others. It is successful in managing the behaviour of its pupils with the help of outside specialist staff.

147. The school recognises the need to pay due regard to access for disabled pupils. There are toilet facilities for disabled pupils' use and also ramps. With completion of the new building extension to the school, disabled access should be further improved.

The provision for equality of opportunity

148. The school is very successful in recognising the diversity of pupils' backgrounds and takes this into account when planning and delivering its support and guidance. Staff know pupils very well and are sensitive to their individual needs.

149. School policies and procedures effectively promote gender equality and challenge stereotypes, and the school does all it can to ensure the equal treatment of disabled learners. An accessibility audit has been undertaken and a plan put into place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils.

150. The school recognises, respects and celebrates diversity and works hard to promote good race relations throughout the school.

151. The school has effective measures in place to eliminate oppressive behaviour, including racial discrimination and bullying. In discussion, pupils stated that they are confident in reporting instances of bullying and racism and felt that staff listen carefully to them. Effective documentation underpins the school's work in this area and the head teacher monitors and responds quickly to any incident brought to his attention.

Leadership and management

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

Grade 2: Good features and no important shortcomings

152. The overall quality of leadership and management has good features and no important shortcomings. The findings of the inspection team agree with those of the school in its self-evaluation report.

153. The chief features of leadership include the:

- well-organised leadership of the head teacher;
- able support of the deputy head teacher;
- leadership of the provision for pupils with AEN;
- good quality of governance provided by the governing body;
- active inclusion of pupils in leadership through regular meetings of the school council; and
- excellent quality of self-evaluation.

How well leaders and managers provide clear direction and promote high standards

154. The school has a clear sense of its own educational direction and high standards are promoted with great persistence. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, LSAs, senior managers and governors.

155. The quality of leadership provided by the head teacher is good. He is successfully leading the school through a period of change and improvement. His management is inclusive and sensitive. He has succeeded in reshaping and retaining a team which has a high morale. The head teacher gives a clear sense of direction to the school's work and shares with other teachers and pupils a commitment to improvement.

156. The deputy head teacher provides excellent support to the head teacher in managing the school. She plays an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. The organisation of a functioning school council by a key stage 2 teacher helps pupils gain a good understanding of citizenship as well as leadership. They grasp this opportunity willingly. Senior managers support student teachers very well and induction procedures for staff new to the school are good. The school has a long-standing role as a mentoring school for students from a teacher training facility at the University of Wales Institute at Cardiff. This means that student teachers are often involved in class teaching under the close tutelage of the school's staff. The school takes good account of national priorities, local partnerships and cluster arrangements.

157. The school helps develop the expertise of both teachers and LSAs in an inclusive way. Performance management procedures successfully promote teachers' continuing professional development. The school's leaders keep a good balance

between meeting the professional needs of individual teachers and achieving its educational priorities.

158. The quality of subject coordination is good with no important shortcomings. The good work of subject coordinators is reflected in the good standards pupils achieve. Subject coordinators have been closely involved in policy-making and have designed and implemented good schemes of work. However, in some subjects, coordinators are at an early stage in monitoring and evaluating the teaching of colleagues across the school. Also, portfolios of assessed work are embryonic.

159. The pupils benefit from their involvement in the democratic process through the school council. This body meets regularly and has delegates from all year groups from year 2 up. It is supervised well by a key stage 2 teacher, and the school plans to nurture its healthy development.

How well governors meet their responsibilities

160. The governing body makes a strong contribution to leadership and strategic management through the quality of its involvement as a critical friend. Governors are hard working, very supportive and pro-active. They meet regularly and ensure all legal requirements are met. They are well informed about the standards achieved from year to year. The head teacher also appraises governors about many other aspects of the life and work of the school through his regular reports. Governors' knowledge and understanding is further enhanced through their visits to the school, often in their roles as link governors. The governing body's committee system is very effective and plays a key role in decision-making, including budget setting and the allocation of finance.

161. Governors are closely involved in shaping the school's strategic direction and they play prominent roles in monitoring the progress and success of initiatives the school adopts. They continually evaluate and develop their roles and make good use of LEA training. Their pro-active focus on teachers' workload agreements and the new responsibility structures is vital in ensuring the success of these initiatives. The close ties between the school and the Catholic Church enhance governors' roles. The Church is well represented on the governing body and it contributes effectively to the school's ethos and the Christian values it promotes.

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

Grade 1: Good with outstanding features.
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162. The school's self-evaluation processes and planning for improvement are good with outstanding features. The findings of the inspection team differ from those of the school in its self-evaluation report in this key question as inspectors felt that the school's self-evaluation had outstanding features and upgraded the judgment accordingly.

How effectively the provider's performance is monitored and evaluated

163. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, incisive and accurate.

164. This is a school which is committed to improving standards, and it has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its inception.

165. The findings of the inspection team were in line with virtually all of the judgments made by the school in its self-evaluation report. This report is honest and thorough and all governors, staff and LEA advisers were involved in its development. Self-evaluation arrangements are rigorous, systematic, and based on first-hand evidence. Pupils often have opportunities to make their views known through their representative on the school council.

166. The head teacher and deputy head teacher regularly monitor and evaluate the quality of teaching and learning, but subject coordinators are less involved in this process. That said, coordinators take in pupils' work to assess the outcomes of teaching on a regular basis.

167. Performance management and appraisal procedures are of good quality. Teachers receive in-service training of high quality.

The effectiveness of planning for improvement

168. The quality of planning for improvement is good as shown by the school's improvement since its inception. The school assesses its strengths and its areas for improvement through a clear and well composed school improvement plan (SIP). This notes the school's needs and responsibilities well; financial implications and timescales being stated clearly. It is a useful working document with specific, measurable success criteria. The head teacher and governing body ensure that good resources are provided to achieve key targets. Governors, teachers and LSAs are closely involved in planning for improvement and their views are carefully considered.

169. The head teacher and the deputy head teacher monitor teaching carefully and have an accurate picture of the staff's many strengths and few areas for improvement. The school has put in place a good system which ensures that pupils get good specialist teaching in important areas. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.

170. Since its amalgamation, the quality of teaching is now often outstanding, the overall standards pupils achieve are often good, the quality of care and guidance is outstanding and the quality of leadership and management are good. Overall, the findings of the inspection team match the school's judgment in its self-evaluation report.

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

Grade 2: Good features and no important shortcomings
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171. The findings of the inspection team match the judgment made by the school in its self-evaluation report.

172. The school is staffed by an effective team of teachers and LSAs with good and relevant training and experience. They provide for the educational needs of all pupils including the high percentage of pupils with AEN, the under-fives and pupils with little English.

173. The teaching staff includes a full time teacher who delivers PPA time throughout the school for her colleagues. This has led to improvements in planning, assessment, management time and the raising of standards throughout the school.

174. LSAs are very well deployed and provide very good quality assistance especially for pupils with AEN and those who need further challenges.

175. All teaching staff have attended courses to advance their professional development and support their curriculum work. LSAs have opportunities to attend courses and meetings for their continued professional development. The professional development of all staff is clearly linked to whole-school priorities and is a strong feature.

176. The school has a clear and supportive induction policy for newly qualified teachers, which ensures that their confidence and competence are developed quickly. This was apparent during the inspection.

177. The school's clerical assistants, site manager, canteen staff, lunch-time supervisors and cleaners carry out their daily routines and responsibilities efficiently and effectively.

178. Learning resources are generally adequate to meet the needs of the curriculum and are of good quality. The recently improved IT provision, which includes interactive whiteboards and Internet access points, is beginning to help raise standards.

179. The school uses a variety of outside resources to support teaching and learning. Pupils have access to the playing fields at Cwrt yr Ala Primary School and have used Leckwith Athletics Stadium and the Indoor sports facility at the University of Wales Institute of Education.

180. Pupils benefit from taking part in a good range of educational visits and visits from outside specialists and artists, which enhance the learning experiences provided for them. Year 6 pupils have the opportunity of a residential visit to Morfa Bay Outdoor Pursuit Centre. This supports their social skills and broadens their experiences.

181. The overall quality of the interior accommodation is good. It is spacious and provides a stimulating learning environment and is enhanced by good quality displays. The external provision is not adequate for older pupils and limits the scope of their physical activities. Younger pupils benefit from a more stimulating environment for playtime activities.

182. The school plans appropriately and makes use of financial and other resources in line with its educational priorities. The head teacher and governors regularly review and evaluate use of resources and future requirements.

183. Overall the school provides good value for money.

Standards achieved in subjects and areas of learning

Under-fives

184. The overall quality of educational provision for the under-fives is good with some outstanding features and it is appropriate to their needs. The children love their school day. The school has no nursery and this section refers only to the standards achieved by children in the Reception class. The attainment of many children on entry to school is very low, but they make good progress throughout the Reception year towards the Desirable Outcomes for Children's Learning. Assessment is rigorous and the staff know their pupils very well.

185. Most children start, when they are aged four, with poorly developed conversational skills. A small minority does not know how to hold a book the right way up when they first attend school. Many children have a limited vocabulary at the start of the school year and poor hand control for writing. At least half of the children have some form of AEN. A large minority do not know that printed words carry meaning. Pupils' initial general knowledge of the world is poor and very few can name the road they live on or how they return home after school. They start school with a lack of spatial awareness.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

186. Virtually all children show interest in books. Children talk about their experiences and interests throughout the day. They adore stories and listen very carefully to well known fairy tales or the big books that they help to write. Children recognise their names and are helped to write them in a variety of ways. Their favourite way is on the new interactive white board.

187. Children are introduced to phonics through fun ideas. They are spell bound by a digital character called *Freddie* and he helps them succeed. They try hard to blend sounds together to make monosyllabic words. They search their classroom to find objects that begin with the new sound taught. Children make good progress and many try to read while role-playing as the teacher and children in a well resourced book area. This is a favourite activity of many children, especially girls.

Shortcomings

188. Children do not practise writing enough throughout the day.

Personal and social development

Grade 1: Good with outstanding features

Outstanding features

189. Children develop their self-confidence in making choices and decisions and become more aware of the needs of others.

190. They show very good attitudes towards each other and participate eagerly in all activities. They develop independence by, for example, choosing which piece of fruit they would like to eat at playtime. They play and work together and are polite to adults.

191. They are often very well behaved, learn to take turns and share resources. Through the constant encouragement and caring support given by the staff, children settle quickly into the new environment of school life. During the inspection, no child was upset and they came into the classroom smiling.

Good features

192. Children have a growing awareness of the difference between right and wrong and the need for school rules; for example, in the way in which they line up to come into school after playtimes. They build their personal, social and emotional skills well through carefully structured PSE lessons. They enjoy a close bond staff. Staff and children share fun, humour, worries and concerns with each other easily.

Mathematical development

Grade 1: Good with outstanding features

Outstanding features

193. Children make very good progress in their counting skills, number recognition and mathematical vocabulary. Some children can count to five and beyond. They know the names of the common shapes and when supported by an adult they play number games. Children use computers most effectively to support number recognition.

Good features

194. They know about coinage and can match and sort coins into their values. They know how to exchange money for fruit in the role play fruit shop. They enjoy buying and paying the shopkeeper and use the correct mathematical vocabulary for shopping transactions. Children use their knowledge and understanding of number position and size when playing with table top toys.

Knowledge and Understanding of the World

Grade 2: Good features and no important shortcomings

Good features

195. Children develop their knowledge and understanding of their world and that further away well. They use morning snack, lunch-time and break-time to talk about their families, homes, and past and present activities.

196. Children can recall some features of their environment and talk about the shops. They show some understanding of the wider features of their community such as the local church. They learn to explore their world as they go on walks in the school grounds or to the local greengrocer to buy their snack time fruit.

197. Children have good experiences of using technology. They freely use the computer and the interactive whiteboard and demonstrate their confidence when using a mouse. The teacher and support staff consistently provide opportunities for children to understand their world through well planned creative activities that stimulate their senses. Children love going into the school garden to dig for worms and other creepy crawlies. They develop knowledge about the change in the seasons and point out the stages of a plant's life.

Physical Development

Grade 1: Good with outstanding features.

Outstanding features

198. Children greatly enjoy this part of learning. They enjoy access to the new key stage 1 playground, the new adventure apparatus and the school hall for physical education. Children's ability to control their limbs and movements is developing well and the staff provide good experiences for them to explore their physical potential by climbing, jumping and running.

Good features

199. Children enjoy moving to music when they sing and tap their feet to the rhythm. They achieve good control of small equipment and carefully use scissors, pencils, crayons and paintbrushes effectively. Most do so with confidence. Handling a knife and fork in the dining hall is more problematic, but they receive supportive help from lunch-time staff.

Creative development

Grade 2: Good features and no important shortcomings

Good features

200. All children develop their use of colour well through painting, collage and modelling. They look carefully at colour mixing and blending to produce imaginative pictures. They explore a wide range of materials, for example sand, paint, crayons, materials and glue when they colour and stick. Children are imaginative and colour

their pictures boldly. They play creatively, after reflecting on the stories they have heard or recalling their own experiences. At St Francis Baby Clinic, the *doctor* put his facemask on before examining one of the *patients*. He prescribed medication and told the mother to go and make a further appointment for an injection.

201. Children explore sound, listening to the teacher sing and join in appropriately. They love singing and join in the actions. They learn how to hold the instruments correctly. In a wide range of creative activities. Children show enjoyment and develop key skills in their response to what they see, hear, touch and feel.

English

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

Key Stage 2: Grade 3 Good features outweigh shortcomings

Good features

202. Many pupils enter the school in Reception with very limited skills in reading, writing and speaking. Their language abilities are well below those expected for their age. However, because of consistently good teaching they make good progress from year to year.

203. Pupils in key stage 1 listen carefully to their teachers' explanations and the contributions of other pupils. They listen carefully to stories, sequence events and retell stories using their own words. They make good progress in speaking for different purposes and audiences and collaborate well in discussions. They speak in a variety of contexts with increasing confidence.

204. Standards in reading in key stage 1 are good. Pupils display a good understanding of the characters, settings and structure of stories. Some identify grammatical conventions, such as an exclamation mark or a question mark in a big book. Most Year 1 pupils recognise full stops and capital letters. By the end of key stage 1, the more-able pupils read unfamiliar texts with growing confidence. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. Many pupils develop a good knowledge of the alphabetical order of letters.

205. Pupils in key stage 1, including those with AEN, make good progress in learning to write. By the end of key stage 1, a few write creatively using some of the key features of narrative. Year 2 pupils suggest good, creative ideas for the endings to stories read aloud to the class. A few more-able key stage 1 pupils write at length. Their writing is well organised and they plan and revise their work well.

206. Most pupils in key stage 2 listen respectfully to their teachers and to others. In lessons, they remain focused for a sustained time. When answering questions, most give answers in writing and orally and in phrases or full sentences. They make good

progress in speaking for different purposes and audiences and collaborate to some extent in discussions.

207. Pupils in key stage 2, including those with AEN, read aloud satisfactorily. Many make good progress from a low starting point. They ask questions about the topics they investigate and suggest and use appropriate sources of information, when available. Most have some understanding of the basic skills in reading, and develop strategies to deal with unfamiliar words. Most of the older pupils identify types of words such as nouns or verbs.

208. Most of the key stage 2 pupils identify various descriptive figures of speech, such as similes and metaphors. They have good strategies to understand figures of speech and they use them aptly. Pupils with AEN make rapid progress, when they attend school, because of the support they get from specialist teachers and assistants, both in mainstream as well as in withdrawal groups. They use phonic strategies well to read unfamiliar words.

209. By Year 6, pupils' skills in reading have some good features. They have a number of favourite authors. They are confident in discussing plot and character and have benefited greatly from visits to the school by authors and actors. A few more-able readers read with expression, using different voices for different characters.

210. Pupils in key stage 2 understand some of the characteristics of myths and legends and, as a result, when they write creatively, they recall important aspects and find appropriate adjectives well. Many make good use of the school library, but the choice of reading books on offer is limited. Most pupils in key stage 2 show a good awareness of different degrees of formality in writing. Their handwriting is usually neat and well formed.

211. Pupils in upper key stage 2 write well. Their work shows a command of the characteristics of creative, persuasive and informational writing. They have a good understanding of how to write for different audiences. Many understand how to use punctuation and develop a sound vocabulary.

212. When teachers use an interactive whiteboard for literacy lessons, it has a positive impact upon pupils' understanding. Older pupils in key stage 2 sometimes use computers skilfully for word-processing their stories and poems and combine suitable images and text well.

Shortcomings

213. Many pupils in key stage 2 do not read outside school and the attendance patterns of a fifth of pupils are so poor that it disrupts their progress in English over time.

214. Many pupils in key stage 2 do not use computers enough in English.

215. A majority of older pupils are at least a year behind in their reading skills and they do not read enough to their teachers.

Welsh second language

Key stages 1 and 2: Grade 2 Good features and no important shortcomings.

Good features

216. Across the key stages, pupils are keen to respond orally during lessons and instinctively use incidental Welsh both inside and outside the classroom. This contributes significantly to their standards of achievement. Pupils demonstrate an increasing confidence in their use of Welsh as they progress through the school.

217. All pupils, including those with AEN, greet each other, staff and visitors appropriately in Welsh and express their feelings with confidence.

218. Key stage 1 pupils participate enthusiastically in oral activities and use an appropriate range of vocabulary, for example, when greeting each other, discussing the weather or describing how they feel.

219. Pupils enjoy using incidental Welsh phrases throughout the day and cover a range of topics in Welsh. They have developed a range of language patterns that they can use with support.

220. Key stage 2 pupils gain confidence in using sentence patterns, in speaking, listening, and writing.

221. Pupils use Welsh confidently when greeting others and working in pairs discussing parts of the body. They respond positively to a variety of language activities such as paired work, flash card question and answer sessions, fact finding activities and role play. They develop their reading and writing skills with adult support.

222. The effective support given by the subject coordinator who is also the PPA teacher strongly promotes the development of pupils' language skills. This support, along with input from the Athrawes Fro, has a very positive impact on standards by the end of key stage 2.

223. Y Cwricwlwm Cymreig is reflected in many areas of the school's work and an Eisteddfod is held annually on St. David's Day. Welsh is used and promoted through displays and labels throughout. This contributes positively to the effective development of Welsh.

Mathematics

Key stages 1 and 2: Grade 2 Good features and no important shortcomings.

Good features

224. Pupils in both key stages use and apply their mathematical knowledge and skills well through a range of practical tasks and problem-solving activities.

225. Pupils' progress is usually good, often showing a visible increase in skills and knowledge. This clearly reflects the pattern over time.
226. Lower-attaining pupils and those with AEN make good progress in response to a high level of support and attention to individual needs.
227. Pupils' attitudes towards mathematics and their enjoyment of the subject have a positive impact on standards in both key stages.
228. In key stage 1, pupils understand the place value of each digit in a number and use this to order numbers up to 100 as well as to add and subtract two digit numbers. They use mental calculation strategies well to solve number problems.
229. Pupils have good knowledge of number bonds, place value, shape, time and comparison of quantities. They are confident making estimations when dealing with different kinds of measurements.
230. In key stage 1, pupils know the name of properties of simple two-dimensional and three-dimensional shapes including the number of sides and corners.
231. In key stage 2, pupils handle data confidently and present the findings of their investigations in an organised and tidy manner. Pupils display a good understanding of mental-mathematics strategies.
232. By year 6, the more-able pupils convert percentages to decimals and to fractions. Older key stage 2 pupils learn to read and plot co-ordinates in the first quadrant when taught using the interactive whiteboard.
233. Pupils use calculations proficiently when checking answers and IT is used appropriately to carry out tasks requiring graphical representation of data. Pupils in key stage 2 interpret graphs, tables and pie charts and draw conclusions with increasing accuracy. Pupils identify and classify two-dimensional and three-dimensional shapes with accuracy and apply their knowledge of right angles when creating shapes with different properties and draw shapes accurately.
234. Pupils' records in both key stages are orderly and set out appropriately. Their books show a good level of work achieved.

Science

Key stages 1 and 2: Grade 2 Good features and no important shortcomings.
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Good features

235. Pupils in both key stages are enthusiastic about science. They are curious and have a great desire to find out more. They absorb facts and take on board new vocabulary quickly.

236. Analysis of work shows that pupils make good progress and achieve well from a low level of understanding on entry to school. Younger pupils acquire appropriate scientific skills, knowledge and understanding and rapidly develop their previous knowledge throughout key stage 1. In key stage 2, pupils achieve well because of the good teaching, they progress well, effectively consolidating and extending their previous learning and understanding.

237. Pupils in key stage 1 are learning through experimentation and they soon learn the difference between magnetic and non-magnetic as they explore their classroom using magnets. They readily discuss with each other what they have found out and come eagerly to the class discussion with ideas and hypotheses. Older infants know about the dangers of electricity and begin to record what dangers there are after discussing what they know in a group.

238. Key stage 2 pupils learn well when investigating the rate that humans grow. They interpret data from a graph to help find out when adulthood begins. Good scientific language is encouraged by the teacher and used correctly by the pupils. Year 6 pupils organise themselves to complete a task of finding out the position of the body's main organs and their function. They are confident to have a go using the key skills of thinking carefully, discussing in a group and problem solving. Pupils plan systematic enquiry and carry out their work purposefully

239. Pupil's recording is well presented on whiteboards or in their books. They take care with the spelling of scientific words and try to use the correct vocabulary throughout their work. They record what they find out in a variety of ways; for example in tables or lists.

240. Pupils in year 5 and year 6 enjoy working in a laboratory when they attend sessions in the receiving secondary school in the summer term. Here they work with sensors and find out how light or temperature can influence plant growth. Pupils talk readily of their experiences and are looking forward to next summer term.

Shortcomings

241. Pupils use ICT occasionally for research purposes, but not enough to record their findings.

Design technology

Key Stages 1 and 2: Grade 2 Good features and no important shortcomings

Good features

242. Pupils in both key stages make good use of a new design and technology scheme of work and the opportunities provided by well focused blocks of time to develop their skills.

243. In both key stages, pupils use a range of tools and materials appropriately. As they progress through the school, they understand the importance of paying attention to health and safety.

244. At key stage 1, pupils make choices and use and design their own nets from commercial nets in a selection of breakfast cereals and design a three-dimensional packaging net for their cereal. They develop their awareness of healthy eating.

245. At key stage 2, pupils demonstrate a good understanding of the planning process when they focus effectively on creating musical instruments of good quality out of reclaimed materials. They combine their knowledge of resistant materials with an understanding of sound gained in science to make working versions of simple musical instruments.

246. They develop an awareness of product design when they evaluate biscuits according to a specified purpose. They then use what they have learned to design and make their own biscuits.

247. A designer in residence has had a very positive impact on pupils' learning in upper key stage 2.

248. Pupils explore materials and techniques effectively. Learning shows progression throughout the school. At both key stages, there is evidence of pupils showing skills in planning, designing, researching, making and evaluating.

Shortcomings

249. Pupils' skills in the use of control technology and use of computers to assist them in their design and technology work are under-developed.

Information technology

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

Key Stage 2: Grade 3 Good features outweigh shortcomings
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Good features

250. Pupils learn to use computers to communicate and handle information, to some degree, in a range of subjects. They occasionally use a digital camera well to record their work.

251. In key stage 1, pupils program a robotic toy to move backwards and forwards and make right-angled turns. They develop their understanding of mathematics as well as ICT through learning how to control this robot.

252. Pupils develop a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool bar such as the airbrush, the spray and the pen.

253. Pupils in key stage 1 use a digital mouse, icons and the screen pointer competently. They draw themselves using electronic imaging software to replicate images in patterns to good effect. They have also developed skills in word-processing, creating and printing simple sentences.

254. Pupils with AEN make good progress with good support from LSAs. In year 2, they know that people communicate via the telephone or electronic mail as well as by writing. They are competent when highlighting blocks of text and change the colour, type and size of font carefully.

255. In key stage 2, pupils research the internet for information about social or educational conditions in the past. They access appropriate sites on the Internet and some manipulate digital imagery skilfully.

256. Pupils find appropriate files on a hard disk and open and use them. They use computers well to support their research, for example, by using digital encyclopaedias on compact discs.

257. Pupils in key stage 2 improve their capability in information technology. In their word-processed writing, for example, they use a range of fonts and styles of text in poetry and letters. They use computers to combine text and images of good quality. They manipulate sounds and explore simulations dextrously.

258. Pupils in key stage 2 explain the meaning and purpose of different file commands such as edit and print. They are beginning to learn how to use the CAPS LOCK key to type a capital letter or the CTRL key for typing shortcuts. They suggest appropriate names for different fields in setting up a file to store information about themselves.

Shortcomings

259. Pupils are still learning how to change the appearance of text in year 5 when they should already be competent in this aspect.

260. Pupils do not use computers enough in a range of subjects in key stage 2. This is borne out by their lack of familiarity with the location of letters on the keyboard.

261. Pupils do not use the Internet enough for research purposes.

History

Key Stages 1 and 2: Grade 2: Good features and no important shortcomings

Good features

262. Many pupils enjoy history. They take great interest in learning about the past, particularly Welsh history. They go on numerous visits related to the topics they study and these really help to bring history alive

263. In key stage 1 the youngest pupils make good progress in developing their knowledge of the past through comparing their toys with those of yesterday. They enjoy playing with streamers, spinning tops and other wooden toys recognising that the materials used are very different from today. They listen with wonder and learn what games pupils played in the schoolyard when a grandmother talked about St Francis' school when she was their age.

264. Older pupils look at homes to further develop their understanding of change between old and new. They discover how homes were heated and what was used to light them. They sensitively contrast past times with their own period. As one said: '*I would prefer to live now than before because you would not have so many baths or television to watch.*'

265. In key stage 2, pupils select historical information to help them write accounts. They demonstrate appropriate levels of knowledge of Welsh history. When studying the Tudors, they have a good attempt at interpreting a Tudor inventory of house contents written in 17th Century English. They recall many of the items listed from their visit to Llancaiach Fawr Manor House.

266. Pupils research using computers to help them gain insight into the long past and recent history. They explain major events well and begin to express opinion about archaeology and the fates of famous kings and queens.

Shortcomings

267. When pupils work on English comprehension exercises in history lessons they do not extend their historical learning.

Geography

Key Stages 1 and 2: Grade 2 Good features and no important shortcomings

Good features

268. Pupils develop a secure knowledge of their own environment and are aware that they are part of a wider world.

269. Pupils in key stage 1 study their immediate environment. They enjoy going for a walk to post a letter and readily recall some of the main features they saw or passed.

They interpret a plan of their classroom and that of their school and its grounds. Pupils become aware of the services in the locality by discussing the shops they see on the walk and the work the people do.

270. When talking to a postman who called at the school, they realise how important mapping is. They gasped with astonishment when he answered a question on how many letters he delivered in a morning. They learn how they can look after their environment and begin to think about how they can contribute to their community.

271. In key stage 2, pupils have an increasing awareness of features on a map. They know about keys and symbols and read map references using two-figure coordinates. They know where Cardiff Bay is in relation to Great Britain, Europe and the rest of the world. They have a growing awareness of environmental issues and the impact this has on their lives. They talk about recycling and global warming.

272. When studying two contrasting areas, pupils study aerial photographs of Ely and Wick. They can see the difference between human and physical features and record these. They learn about the village of Chembakoli and identify similarities and differences between their lives and those in that part of India from texts and photographs.

Shortcomings

273. Pupils make insufficient use of ICT to support their learning.

Art

274. Key Stages 1 and 2: Grade 2 Good features and no important shortcomings
--

Good features

275. Pupils make effective use of sketchbooks to record information and observations in key stage 1 and key stage 2. Their standards in sketching are good.

276. In key stage 1, pupils produce good pieces of work, and use a wide range of materials well. Pupils also achieve well when their creative work is closely related to other subjects. They have created vivid collages and used their observational skills to draw fruit and vegetables. They experiment with crayon, coloured pencils and chalk to produce a variety of work of a good standard.

277. Key stage 1 pupils have worked with textiles to good effect and their Batik work is of good quality. They have also worked on school-wide artwork, creating and painting castles which were vivid working models.

278. Pupils have studied the work of artists who have worked in Wales and painted in their styles to good effect. They have also painted in the style of artists such as Rousseau, Monet, Van Gogh and worked with a visiting, local artist

279. Key stage 1 pupils have worked on three-dimensional studies in clay which were skilful and have also created mosaics with paintings of their own faces. These were glazed well and will be displayed in corridors soon.

280. In key stage 2, pupils develop good skills in observational painting and drawing, for example, in studies of light and shade. Pupils develop their understanding of Welsh artists such as Augustus John through painting in his style. They apply some of the artists' ideas and techniques to their own work in a convincing way.

281. All pupils contribute to displays of the mosaics they have created and because of this they learn to value creativity. They produce good work in many aspects of art, including collage, tile painting and glazing, drawing, painting on fabric using rock salt, screen printing and the use of wax resist techniques. The artistic outcomes are often imaginative and striking.

282. In upper key stage 2, pupils have worked carefully in the style of William Morris and linked their work to historical studies of the Victorians.

283. Pupils of all ages enjoy their work in art and talk eagerly about what they do.

Shortcomings

284. Pupils do not use computers enough for art.

Music

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

285. In key stage 1 and key stage 2, pupils sing a wide range of songs. They demonstrate good diction, sing in tune and pay good attention to pitch, tempo and rhythm.

286. In key stage 1, pupils listen well and discriminate accurately between sounds of high or low pitch. They play loud and quiet sounds using a wide range of untuned percussion instruments. They choose them carefully to represent different sounds. Pupils are creative when composing, selecting and organising a variety of sounds.

287. In key stage 2, pupils improve their performing and composing skills. They sing accompaniments well. They tap out the beat while singing traditional songs or when composing or performing Samba rhythms and country dances. They have a developed understanding of cultures other than their own.

288. Musical performances enhance assemblies, school productions and other celebrations. A few pupils receive extra instrumental tuition and extra-curricular musical activities enhance their musical skills greatly.

289. Pupils listen carefully to their own work and to that of others and their appraisal skills are good.

290. Pupils' musical abilities are improved as a result of the in-depth musical abilities of many teachers.

Physical education

Key Stages 1 and 2: Grade 2 Good features and no important shortcomings

291. All pupils are appropriately dressed for all activities and are enthusiastic learners.

292. They respond well to clear instructions, follow routines systematically and appreciate the importance of warm up and relaxing after each exercise.

293. Pupils take good account of their own and each others assessment of their performance and work well to improve.

294. Boys and girls have equal access to the physical education curriculum and there are no marked differences in their attainment. Both sexes take part in various team games.

295. Younger pupils in key stage 1 send and receive a ball and other small games equipment such as beanbags with a good degree of accuracy. Pupils work cooperatively with a group to improve their skills and evaluate an activity to improve the outcome.

296. Pupils at key stage 1 are developing good body control and demonstrate good spatial awareness. They copy, remember, repeat and explore simple actions with control and coordination.

297. At key stage 2, pupils have good control of body movements in gymnastic lessons. They use body parts effectively to make different shapes and to move at different levels, speeds and directions. They move confidently with increasing control and coordination and make good use of space around them. They work very well in pairs to create a sequence of movements. Pupils make good evaluations of the sequences and offer suggestions for improvement.

298. At the end of key stage 2, most pupils swim the NC requirement of 25 metres and are awarded certificates. Year 6 pupils benefit from taking part in outdoor pursuits activities at Morfa Bay and develop their social skills as well as their learning experience in this residential setting.

299. Very good opportunities for extra-curricular activities are a strength of the subject. Pupils who attend these often achieve high standards in team competitions and as individuals. Outside professionals enhance the provision of after-school clubs for sports such as judo, football, netball, basketball and cricket.

300. Pupils participate successfully at local, county and all Wales sporting competitions and charitable events such as Ely Football Festival, Brecon Swimming Festival, the Welsh National Catholic Athletics Championships and in the schools marathon at Trelai Youth Club to raise money for sick children. Pupils' social skills are developed as well as their cultural awareness.

Shortcomings

301. A small minority of pupils do not sustain their efforts sufficiently to improve their skills in gymnastics at key stage 2. They do not appraise their own and their peers' performance in order to improve and make progress.

School's response to the inspection

The staff and governors of St. Francis' Primary School are delighted that the inspection team recognize that this is a good school.

The staff, governors and pupils agree that the inspection at the school was conducted in a professional, fair and supportive manner. The inspection team were rigorous in their approach and the school welcomed this.

The staff and governors are pleased with the judgments made by the inspectors and welcome the endorsement, that almost all judgments match those of the school's self evaluation, and where they differ the judgment provided by the inspection team was an improvement on that given by the school

We are delighted that the inspection team found that the quality of teaching was outstanding and that the standards of achievement are above the Welsh Assembly Government all-Wales targets.

In addition the care and support systems we have in place are recognised as appropriate and effective and that the provision for learners with additional needs is outstanding.

An action plan will be put in place to further support the SIP and to address the recommendations. Many of recommendations were already highlighted in the SIP and we believe that these are areas we can confidently address. Indeed staff and governors have already begun to address the attendance issue identified.

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

Appendix 1

Basic information about the school

Name of school	St Francis R.C. Primary School
School type	Primary
Age-range of pupils	4 to 11
Address of school	Wilson Road, Ely Cardiff, South Wales
Postcode	CF5 4JT
Telephone number	02920 591666

Head teacher	Mr Steven Downes
Date of appointment	1 st January 2005
Chair of governors/ Appropriate authority	Mr John Hitchen
Registered inspector	Mr R. Isaac
Dates of inspection	6 th to 9 th November 2006

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	0	29	44	25	40	30	48	38	254

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	14	0	14

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18 : 1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	6 : 1
Average class size, excluding nursery and special classes	22
Teacher (fte): class ratio	1.16 : 1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of School
Autumn 2005	92.2%	91.4%
Spring 2005	87.3%	87.5%
Summer 2005	90.1%	87%

Percentage of pupils entitled to free school meals	55%
Number of pupils excluded during 12 months prior to inspection	8

Appendix 3

National Curriculum Assessment KS1 Results 2006			Number of pupils in Y2:					41
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher Assessment	School		0	10	80	10	90
		National	0	4	13	63	20	83
En: reading	Teacher Assessment	School		0	10	80	10	90
		National	0	4	14	54	28	82
En: writing	Teacher Assessment	School		0	10	80	10	90
		National	0	5	13	71	10	81
En: speaking and listening	Teacher Assessment	School		0	10	80	10	90
		National	0	2	11	64	22	86
Mathematics	Teacher Assessment	School		0	9	81	10	91
		National	0	2	9	61	26	87
Science	Teacher Assessment	School		0	9	81	10	91
		National	0	2	10	68	20	88

Percentage of pupils attaining at least level 2 in English, mathematics and science by teacher assessment			
In the school	86%	In Wales	81%

- 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 2006							Number of pupils in Y6					39
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	4+
English	Teacher assessment	School	0	0	0	0	0	10	26	50	14	64
		National	1	0	1	0	1	5	16	46	30	76
Mathematics	Teacher assessment	School	0	0	0	0	0	7	26	50	17	67
		National	0	0	0	0	1	4	18	46	31	77
Science	Teacher assessment	School	0	0	0	0	0	10	16	64	10	74
		National	1	0	0	0	0	1	11	50	37	87

Percentage of pupils attaining at least level 4 in English, mathematics and science	
by Teacher Assessment	
In the school	56%
In Wales	72%

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

Appendix 4

Evidence base of the inspection

Five inspectors spent a total of 17 inspector days in the school and met as a team before the inspection started.

The inspectors visited:

- 71 lessons or parts of lessons;
- all classes;
- two 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 began; and
- senior managers, teachers, support and administrative staff and groups of pupils, including the school council, during the inspection.

The team considered:

- the school's self-evaluation report;
- responses from 12 parents to a questionnaire;
- documentation provided by the school before and during the inspection; and
- a range of pupils' past and present work.

The inspection team also held post-inspection meetings with the staff and governors.

Appendix 5

Composition and responsibilities of the inspection team

Inspector	Type	Aspect Responsibilities	Subject Responsibilities
Mr R Isaac	Registered inspector	Key Question 1 Key Question 2 Key Question 5 Key Question 6	English Information Technology Art Music
Mrs Ona Worrall	Nominee	Contributing to all key questions	
Mrs J M H Warr	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4	
Mr D Beaumont Morgan	Team Inspector	Key Question 2 Key Question 4 Key Question 7	Welsh 2 nd Language Mathematics Design Technology PE
Mrs C Gail Robertson	Team Inspector	Key Question 3	Early Years Science History Geography
Mrs Alison Warden	Peer Assessor	Supporting Key Questions 5 and 6	Supporting English and EAL

Acknowledgement

The visiting inspectors wish to thank the head teacher, the governors, all the staff and the pupils for all the co-operation and courtesy they received during the inspection.

Inspection Contractor:

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