



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

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

**Date of inspection: December 2017**

**by**

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

## About Mount Stuart Primary

Mount Stuart Primary School is in the Butetown area of Cardiff. There are around 470 pupils on roll, aged from three to eleven, including 76 nursery children who attend part-time. There are 16 single-age classes in the school. The rolling average for the past three years means that about 26% of pupils are eligible for free school meals. This is above the national average (19%).

A very few pupils are of white British ethnicity. Most pupils are from various ethnic backgrounds and many speak English as their second language. Almost half of these pupils have little or no English when they enter the school. There is a notable degree of pupil transience, with pupils entering or leaving the school at other than normal times. Very few pupils speak Welsh at home.

The school identifies around 28% of pupils with additional learning needs. This is higher than the national average (21%). A few pupils have a statement of educational needs.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum. The headteacher took up her post in January 2017. The school's last inspection was in June 2013.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

The school is an exceptionally inclusive community that celebrates the rich diversity of its pupils well. Many pupils enter the school with a very limited knowledge of the English language but most pupils make good progress and a notable proportion make excellent progress and achieve highly by the end of key stage 2. Overall, pupils have positive attitudes to their learning and their behaviour is good. Teaching is good overall and the curriculum promotes pupils' skill development well in most areas. The headteacher, staff and governing body work effectively to promote pupils' wellbeing and to raise standards of attainment.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Excellent</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Improve pupils' ability to apply their numeracy skills across the curriculum
- R2 Ensure that teaching is consistently good or better in all classes
- R3 Develop the role of middle leaders
- R4 Raise the effectiveness of pupil voice groups in influencing the life and work of the school

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare a case study on its work in relation supporting pupils whose first language is not English for dissemination on Estyn's website.

## Main findings

### **Standards: Excellent**

Most pupils enter the school with levels of skills, knowledge and understanding that are below those expected of pupils of a similar age. In particular, many pupils arrive with little or no knowledge of English. Most pupils make at least good progress from their individual starting points and a notable proportion of pupils, including many for whom English is a second language, make excellent progress and achieve highly by the end of key stage 2.

In the foundation phase, most pupils develop their speaking skills rapidly. They build their English vocabulary quickly through a stimulating range of practical activities and experiences, speaking confidently to one another and to adults in well-structured sentences. However, many are so eager to speak that they do not always listen carefully to what others are saying. Through key stage 2, many pupils speak confidently, expressing their ideas clearly. By Year 6, more able pupils in particular are articulate and share their ideas maturely. For example, when discussing the Second World War, they describe the difficult decisions faced by mothers whose husbands are away on service, having to choose whether to keep children at home or send them to safety. They empathise with wartime evacuees, saying that, while most benefited from moving to the countryside, a few unfortunate children were mistreated.

As their oracy skills develop, most pupils' reading skills also develop well. In the foundation phase, most pupils break unfamiliar words down into manageable chunks and then read them correctly. They read and understand simple stories and make sensible predictions about how their story will end. Most pupils develop a love of reading and read widely in school and at home. By the end of key stage 2, most pupils read accurately and with good understanding. However, when reading aloud, few pupils modify their tone to add expression. Most describe their book's setting and characters clearly, and give accurate summaries of the story so far. Most pupils develop research skills well, using information books and the internet efficiently when searching for information. They use their developing higher-order reading skills well, scanning and skimming efficiently to make notes about historical figures such as Amelia Earhart and Louis Pasteur.

Most pupils' writing skills develop well. In the foundation phase, pupils write increasingly neatly, forming letters and spacing words consistently. Most pupils use punctuation correctly in their sentences and make sensible attempts to spell unfamiliar words. Most apply their literacy skills well in other areas of learning, such as when they write instructions on how to make a pizza, or write 'thank-you' letters, for example. In key stage 2, most pupils write in a broad range of styles that match their different purposes, using carefully punctuated sentences and paragraphs. Most use their literacy skills well to promote their learning across the curriculum. For example, they use their reading skills well to research topics, making detailed notes, which they then summarise competently to present their ideas. For example, in their study of the Second World War, older pupils write thoughtful evaluations of the advantages and disadvantages of evacuation. More able pupils use a rich and varied vocabulary. For example, they write, 'During the stifling summer of 1665,

London was devastated by a deadly disease'. Many write clear recounts of their investigations, using correct scientific vocabulary, in their study of the conditions that encourage the growth of mould on bread, for example. Many pupils show a vivid imagination when writing creatively. They use attention-grabbing opening sentences, such as 'Two hundred and thirty-two is young for a unicorn. ...'.

Most pupils develop their skills in mathematics well. In the foundation phase, for example, they read, write and order four-digit numbers and add, subtract and multiply two digit numbers correctly. Most have a clear understanding of the properties of regular shapes and identify solid objects from their shadows, describing the properties of the various possibilities. Most begin to measure length and weight using non-standard measures. However, few pupils apply mathematical skills regularly in other areas of learning. In key stage 2, most pupils make strong progress in developing their skills in the full range of mathematical aspects. They solve complex problems systematically using more than one operation, having first made rough estimates by rounding numbers up or down. In science, pupils record measurements in a table, calculate averages and plot the results in a graph. In this way, they evaluate, for example, the most effective dimensions for a military parachute. Older pupils occasionally use their numeracy skills in real-life contexts, for example when investigating best value for money when purchasing new lockers for pupils. However, pupils rarely apply a wider range of numeracy skills across the curriculum.

Throughout the school, nearly all pupils develop their skills in information and communication technology (ICT) well. In the foundation phase, many pupils use tablet computers confidently to create animations, produce space scenes on the interactive whiteboard and create 'thinking maps'. They are beginning to become familiar with simple databases. For example, in Year 1, pupils create a database of pupils' eye and hair colour, birthdays and favourite colours. Most pupils in key stage 2 continue to develop ICT skills well. They use coding skills effectively to programme 'screen sprites', and they use a broad range of commercial and educational software confidently to present information using text and images and to build and interrogate databases. For example, they compare the price and features of toy robots and construct produce graphs from spreadsheets, showing pupils' favourite foods.

In the foundation phase, many pupils make good progress in developing their Welsh vocabulary. They count to ten in Welsh and know the names of colours, and describe today's weather. They use simple sentence patterns confidently to describe themselves and their likes and dislikes. In key stage 2, most pupils rely strongly on the sentence patterns, which they rehearse in classes. Few pupils are sufficiently confident to engage in unstructured conversation in Welsh.

### **Wellbeing and attitudes to learning: Good**

The school is a warm, caring environment where staff treat all pupils equally and almost all like coming to school. Nearly all pupils feel safe and know whom to go to if they have any worries or concerns. For example, Year 3 pupils create e-safety posters during an anti-bullying week, and Year 2 pupils in the forest school club explain the rules and understand why they need to adhere to them.

Most pupils understand how to keep healthy through eating a balanced diet and taking regular exercise. The work they undertake across the curriculum, especially in physical education lessons, raises their awareness of healthy lifestyles effectively. For example, many pupils benefit from the extensive range of extra-curricular sporting clubs, such as ballet and judo. Many pupils purchase a mid-morning snack of fruit from the school's tuck shop and all have access to drinking water throughout the day.

Behaviour is good around the school and staff deal well with any incidents of poor behaviour. Nearly all pupils are courteous and friendly and are cheerful in their interactions with staff, visitors and each other.

Overall, the pupil voice is developing appropriately and the contributions pupils make towards their own learning is worthwhile in classes. Pupils have the opportunity to contribute to what they learn through half-termly immersion days, where they discuss and plan their future learning. However, the work of the school council and other pupil groups is not always communicated well enough to the wider school..

Nearly all pupils have a good understanding of the school's values of resilience, respect, independence, creativity, bravery, ambition and confidence. They demonstrate a positive understanding of these and use them to create their own sets of class expectations, which contribute to maintaining a harmonious atmosphere that is conducive to learning.

Most pupils have high expectations for their learning and take part in lessons enthusiastically. Most pupils speak confidently about their work. A majority of pupils demonstrate strong levels of perseverance and resilience within lessons and they talk knowledgeably about how they tackle difficulties independently, calling on their teacher's help as a last resort. They are beginning to use success criteria appropriately to assess their own progress. Nearly all pupils throughout the school show strong levels of co-operation when working with partners or in small groups.

Attendance rates in three out of the past four years have placed the school in the higher 50% when compared to similar schools. Nearly all pupils arrive in school punctually.

### **Teaching and learning experiences: Good**

The overall quality of teaching across the school is good, and most lessons engage pupils' interest. Staff apply the principles of the foundation phase to a very high standard and this is a strength. It enables nearly all pupils to make rapid progress in developing their English language skills, which allows them to make strong progress across the curriculum. Nearly all pupils benefit from high-quality tasks, especially in the outdoor areas. Staff develop pupils' creative and independent problem solving skills effectively. Nearly all staff plan highly effective tasks that ensure that nearly all pupils develop their skills to a high standard. Nearly all adults use effective questioning, for example to encourage problem solving.

The working relationships between nearly all staff and pupils are positive, contributing to a beneficial and stimulating learning environment. Teaching assistants provide purposeful support to pupils across the whole school. Nearly all

teachers have high expectations of pupils and manage behaviour effectively, using a variety of appropriate techniques to ensure pupil engagement. For example, nearly all staff use class behaviour charts and awards successfully to reinforce pupils' understanding of how they are expected to behave.

In key stage 2, many teachers deliver interesting lessons that meet the needs of nearly all pupils. However, in a minority of lessons, teachers do not have high enough expectations or challenge pupils to achieve highly enough. Many use effective questioning during lessons, and provide worthwhile opportunities for pupils to develop their thinking skills. For example, they discuss in pairs and groups their ideas about how viruses spread. Teachers vary the way in which pupils are grouped, enabling nearly all pupils to make good progress. In upper key stage 2, teachers arrange pupils into ability groups for mathematics. This contributes effectively to the provision for more able and talented pupils.

Most teachers provide valuable oral feedback during lessons that enables nearly all pupils to improve their work. In around half of classes, teachers provide effective written feedback to pupils. However, most pupils have limited opportunities to respond to teachers' written feedback. Systematic whole-school curriculum planning ensures that most pupils acquire effective skills in literacy, numeracy and ICT. Nearly all staff provide beneficial opportunities for pupils to use a range of ICT hardware and software to support their work, particularly in literacy. However, the planning to develop pupils' numeracy skills in work across the curriculum is limited. Opportunities for pupils to develop an understanding of Welsh heritage and culture are underdeveloped.

The school provides a range of worthwhile after school clubs that enhance the learning experiences of pupils effectively, such as coding and ballet clubs. The forest school club promotes beneficial learning opportunities for pupils in the outdoors and raises their awareness of environmental issues successfully.

### **Care, support and guidance: Good**

Arrangements for identifying and meeting the needs of specific pupils are rigorous and staff use assessment information effectively to plan high quality support. The additional learning needs co-ordinator has strong relationships with many outside agencies to provide appropriate and specialised support for pupils. The co-ordinator supports staff very well. For example, she manages and facilitates specific training in important areas like speech and language therapy and behaviour management. This helps to provide an effective curriculum for individual pupils and ensures that very good systems are in place to assist smooth transition from one class to the next.

The school employs a wide variety of intervention programmes that meet the needs of individuals and specific groups very successfully. Pupils who are acquiring English language skills make exceptional progress in these support sessions. Staff know pupils' needs well and use effective systems to track and monitor their progress. Senior leaders meet regularly to ensure that pupils are supported and challenged successfully. All pupils with additional learning needs have useful individual education plans that include measurable and achievable targets. Progress against these is reviewed termly and most pupils achieve well in relation to their targets.



Staff provide an exceptionally caring community that celebrates the rich diversity of pupils well. This helps pupils to understand issues relating to equality and diversity through the strong multi-cultural ethos that permeates the school and through anti-racism workshops. Assemblies, sensitive behaviour management and the school's values contribute strongly to pupils' moral and social development. Pupils who need extra support with their social and emotional development attend a nurture group where carefully planned sessions help equip pupils with the skills needed to engage positively with others. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school develops productive relationships with parents and encourages an inclusive community. There is a good range of opportunities for parents to learn how to support their children, for example an open morning to explain the restorative approach to behaviour management.

There are appropriate arrangements to promote healthy eating and drinking. Regular physical education and an extensive range of extra-curricular events successfully promote pupils' fitness. For example, pupils with additional learning needs from each class in key stage 2 ran with the Commonwealth torch through Butetown and won the 'multi games trophy'.

The school council is developing well. For example, it has contributed to the design of a worthwhile outdoor learning project that is having a positive impact on the wider school. However, the council does not have a high enough profile among pupils and few across the school recognise its contribution to the school's life and work.

The introduction of immersion days provides pupils with opportunities to decide which direction their learning will take and results in higher levels of engagement. For example, when planning their learning for their Guy Fawkes topic, pupils in Year 2 requested the opportunity to explore a real fire engine. This provided pupils with the opportunity to write enthusiastic recounts of 'The Day the Fire Engine Came'.

The school prepares pupils for the responsibilities and experiences of adult life through a worthwhile careers week that teaches them about the world of work. The wide variety of visitors who hold workshops for pupils help them to develop their own aspirations and improve their understanding of the importance of education. Visitors include sports people and members of the emergency services.

The introduction of a successful curriculum enhancement afternoon 'Hashtag Wednesday' allows nearly all pupils to benefit from opportunities to experience novel and engaging activities such as calligraphy, photography and engineering.

The school provides pupils with rich learning experiences that help them develop a better understanding of the local and wider world and foster their imaginations and engagement with the creative arts. For example, pupils decorated one of the snowdogs on display in Cardiff. Pupils have the opportunity to participate in an exceptional number of educational visits that enhance their learning and life experiences positively. For example, they visit museums in Cardiff, Swansea and London.

There are good opportunities for pupils to play a role in the wider community, for example by collecting food for the local foodbank and raising money for charities.

### **Leadership and management: Good**

The headteacher provides effective leadership and has a clear focus on raising standards and promoting pupils' wellbeing. Since her recent appointment, she has taken the lead in developing a clear vision for the school, working collaboratively with pupils, staff and governors.

Leaders have high expectations of pupils and staff. Senior staff lead by example and model positive, polite and respectful behaviour towards other staff and pupils. Team work amongst the staff is good and all work well together to address the social and academic needs of all pupils. However, the contributions of middle leaders to school self-evaluation and improvement planning, for example, are underdeveloped.

School leaders take good account of the needs of pupils who are eligible for free school meals and those for whom English is an additional language. The school uses its substantial pupil development grant effectively to benefit pupils from across the school community. For example, there is good support for pupils' personal and social development through the focus on emotional literacy, and improved academic outcomes resulting from a range of good interventions such as the 'Rapids' reading group.

Governors work in close partnership with senior leaders and take an active role in developing a strategic approach to raising standards. Roles and responsibilities within the governing body are clear and there is a strong committee structure. Governors' visits during the school day are a regular feature and help to raise governors' awareness of school issues. The governing body has a range of skills and experience that impact positively on curricular provision. Governors are involved actively in setting school priorities through the school improvement plan. For example, the development of the outdoor learning environment has benefited pupils' learning. Governors support the school effectively whilst maintaining a very good level of challenge. For example, their secure understanding of detailed pupil performance data enables them to set robust targets for improvement. As a result, the performance of most groups of pupils shows an improving trend.

The self-evaluation document gives an accurate overview of the school's strengths and areas for improvement, covering all the key aspects of pupil outcomes, teaching provision and leadership, and highlighting priority areas for improvement. However, self-evaluation processes do not currently draw sufficiently on the contribution of staff, governors, parents and pupils.

The school improvement plan links directly to school self-evaluation priorities. The plan sets clear targets within a measurable timescale, accounts for the resources necessary to meet the success criteria and identifies staff with the responsibility to undertake the actions. Senior leaders are introducing a programme of learning walks, book scrutiny and pupil focus groups. However, this process is at an early stage and does not currently result in detailed targets for groups of pupils.

The headteacher has a clear focus on the quality of teaching and learning across the school. All teaching and support staff engage in an extensive range of training to develop their practice. For example, the activity called 'Loose Parts' in the foundation phase has resulted in improved outcomes for pupils in problem solving and creativity. This good practice has been shared with other year groups. Staff are encouraged to innovate and try new ideas and are involved actively in a wide range of highly effective professional partnerships. For example, the school works with the local high school and other feeder primary schools to develop a common approach to teaching and learning. This helps to ensure a smooth transition from one phase of pupils' education to the next.

The headteacher and deputy headteacher observe teachers' practice regularly through rigorous performance management procedures, leading to challenging targets for pupil achievement. The leadership team deals quickly and robustly with issues of underperformance. Additional training and support are quickly put into place to address needs and, as a result, recent monitoring has led to an improvement in the quality of teaching.

The school has invested significantly in the outdoor environment and staff development, both of which align closely with the school's priorities and have led to improvements in pupil outcomes. The school budget is well managed and staffing levels are appropriate.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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