

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

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

**Christ The King Catholic  
Voluntary Aided Primary School  
Everest Avenue, Llanishen, Cardiff, CF14 5AS**

**School Number: 6813351**

**Date of Inspection: 06/10/08**

**by**

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Christ The King 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 Christ The King Catholic Voluntary Aided Primary School took place between 06/10/08 and 08/10/08. An independent team of inspectors, led by Robert Alun 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:

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Christ The King Catholic Voluntary Aided Primary School is situated in Llanishen, a suburb to the north of the city of Cardiff. The school serves the parishes of St. Teilo, St. Brigid and St. Paul as well as the parish of Christ the King. Pupils are taught in a single storey building with an adjoining demountable classroom. The school site has two hard surfaced areas outside and a large playing field. The school reports that most of the pupils come from relatively prosperous homes and a small number come from economically disadvantaged homes. Approximately four per cent are entitled to receive free school meals.
2. In total there are 208 pupils on the school roll between the ages of 4 and 11. These numbers have remained stable over the last six years. The standard admission number is 210. It is regularly oversubscribed with applications from the parents of new pupils. The school is organised into seven classes, which comprise pupils from single age groups. All but two classes are 30 or below in number. In total there are 10 teachers, including the headteacher. They are helped by five teaching assistants. There are 31 pupils, or 15 per cent, with additional learning needs (ALN). This is a little below the national average. No pupils hold formal statements of special educational need (SEN). No pupils are withdrawn from the collective act of worship and only one has been temporarily excluded from school in the last year. One pupil is "looked after" by the local authority.
3. English is the sole or predominant home language in most pupils' homes and about five per cent receive extra support in learning English. About five per cent speak a language other than English at home and this can be German, Italian, Romanian Spanish, or the Indian dialect, Malayalam. No pupils come from a Welsh speaking home. The current headteacher has been in post since September 2002 and the school was last inspected in November 2002. During the inspection of 2008, the school was inspected separately by a diocesan team for the quality of its religious education and collective worship.

### The school's aims, priorities and targets

4. The school's mission statement is: "Learning to love; Loving to learn" and this was agreed upon by staff and governors together. The school states in its booklet for parents that it is a worshipping community, a learning community, a respecting community, a welcoming community and a serving community.
5. It has a clear set of aims, which are set out in its prospectus and its school improvement plan (SIP) for 2007/2008. In 2007/2008, there were five main priorities:
  - a. Raising standards of achievement in all subjects
  - b. Personalising learning

- c. Investing in People
- d. Developing and extending self-evaluation
- e. Developing the school environment

Within these priorities were such things as:

- Preparing for curriculum change - Curriculum 2008 & the foundation stage (including key skills & development of thinking as a wider key skill).
- Developing teaching strategies
- Extending and embedding range of thinking tools
- Achieving Gold Artmark Award & Thinking schools status from Exeter University

These priorities remained the same for this year 2008/09, with some already completed, whilst others are still being developed.

The school has identified many more aims and objectives for 2008-2009. They are included in its school improvement plan.

## Summary

6. Christ The King Catholic Voluntary Aided Primary is an outstanding school where standards are high in many subjects, the majority of teaching is good with outstanding features, the curriculum is at the leading edge of educational development and the leadership is also outstanding.

### Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
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 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
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 1

7. 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 aged under five make

good progress in the key skills of speaking, listening, reading, writing, numeracy and information and communications technology. (ICT) They also make good progress in their personal and social development.

### **Standards of achievement observed during the inspection**

8. Standards of achievement are good with outstanding features. Although this was a short inspection and standards in specific subjects were not evaluated, there was good evidence of high standards of achievement. Standards are often high in many subjects and have improved since the last inspection.
9. Pupils, including those with additional learning needs (ALN), those who speak English as an additional language and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. Their standards and progress in speaking, listening, reading and writing across the curriculum are outstanding. The writing of older pupils, in particular, displays some outstanding features and they use a wide and well chosen vocabulary. Standards in the use of numeracy are good. Pupils achieve well in the use of ICT throughout the school. Standards in the use of incidental Welsh have good features but also some shortcomings. These shortcomings exhibit a lack of fluency and arise because pupils do not have enough opportunities to use Welsh in other subjects. Pupils achieve very well when collaborating on creative and problem-solving activities. By the end of Year 6, many pupils exceed the national test levels which their teachers predicted they would attain. High standards have been maintained in recent years in national tests and assessments.
10. In 2007, at the end of key stage 1, the proportion of pupils who achieved at least Level 2 in English and science was well above the national average and that achieved by many similar schools locally and nationally. The proportion who attained at least Level 2 in mathematics was slightly below that of similar schools but above national averages. The proportion who attained the higher Level 3 was much higher than the national average in English and science and higher than average in mathematics. Overall standards have improved over time and were higher in 2008 than in 2007. The key stage 1 collective results for pupils who achieved at least Level 2 in all three core subjects were well above national averages and those achieved by pupils in similar schools locally and nationally. Boys did as well as girls as did pupils with English as an additional language.
11. In 2007 at the end of key stage 2, the proportion of pupils who achieved at least Level 4 in English, mathematics and science, was well above the national average and that achieved by many similar schools locally and nationally. The proportion that attained the higher Level 5 was much higher than the national average in English and science and higher than average in mathematics. When compared with similar schools, the proportion attaining Level 5 are among the highest in Wales. Overall standards have improved from 2007 to 2008. The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were well above national averages

and those achieved by pupils in similar schools locally and nationally. Boys did as well as girls as did pupils with English as an additional language.

12. The key stage 1 and key stage 2 results, and the analysis of them with similar schools, have been released very recently alongside the national averages for both key stages in 2008. They are included in Appendix 3 at the end of this report. The school's results, overall, show an improvement again upon those attained in 2007. These figures also represent a significant improvement compared with the last inspection. They are well above the national picture as reported in HMCI's annual report in 2006-07.
13. Pupils achieve highly in many subjects. In music, for example, they sing outstandingly in school assemblies. In English, many pupils read with good expression in a clear and flowing way. They write using descriptive language of a high order. Older girls and boys dance to classical music with a blend of grace, liveliness, poise and confidence. They form symmetrical and asymmetrical shapes of increasing complexity and high quality. Pupils have a very good understanding of the ways in which they think. They know, for example, that metacognition involves thinking about their thinking and they employ this strategy in lessons. Their ideas often have intellectual rigour. They sustain debate and justify their arguments convincingly. Younger pupils show outstanding empathy in their role-play.

### **Standards of behaviour, attitudes to learning and attendance**

14. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards they achieve and to the quality of life in the school. Pupils are friendly, welcoming and courteous. They are proud of their school and keen to share their many achievements with visitors. Older pupils, in particular, are confident, articulate and display a high degree of self-discipline.
15. Pupils' attendance rates, including those who speak English as an additional language, are consistently good throughout the school. Rates are higher than national rates of attendance for pupils of primary school age and compare favourably with schools that have a similar percentage of pupils entitled to receive free school meals.

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

16. The overall quality of teaching is good with outstanding features. Outstanding features were observed in the teaching in a good range of classes. In the 29 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

17. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The quality of the teaching is a major strength of the school. The consistency of teachers' planning, teaching and subject knowledge is

outstanding and has a positive impact on standards achieved by pupils in all year groups, including those with ALN or who speak English as an additional language. In a majority of lessons observed there were outstanding features.

18. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet national requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to National Curriculum (NC) criteria. This has improved the accuracy and consistency of teacher assessments. The school has been awarded the LEA Assessment Quality Assurance Mark and the Artsmark Gold Award.
19. The school has a marking policy which is understood well by pupils. Teachers mark pupils' work with positive comments and the practice of setting targets or goals for pupils to improve their work is firmly established. The written dialogue between teachers and pupils is often outstanding.
20. The school has a wide range of strategies to support the use of assessment to improve learning. Thinking skills support pupils' understanding of the purpose of assessment. Pupils are adept at assessing how well they and their peers have done in their work and they strive to identify the next steps in their learning.
21. The school's curriculum provides pupils with a rich environment for learning and caters for their needs and interests with a wide range of innovative experiences. It is broad, balanced, innovative and accessible to all pupils, including those with ALN and those who speak English as an additional language. The curriculum fully meets all the requirements of the National Curriculum.
22. The school ensures that pupils develop their basic and key skills to a high level. Key skills are identified in planning and by the end of key stage 2 pupils' skills are often outstanding. Teachers provide pupils with good opportunities to develop their skills in critical analysis and critical thinking.
23. The school provides a good range of extra-curricular activities for its pupils. These include good and regular opportunities to make music in the school orchestra and a popular choir. Sport is well provided for in netball, athletics, cricket, rugby and football. Girls enjoy equality of opportunity with boys. Pupils' ICT skills are enhanced through the computer club.
24. The school's provision for spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted outstandingly well through daily collective worship of a Christian nature, prayers in the class and within the curriculum. Pupils prepare and lead assemblies very well.
25. The school is one of the first schools in Wales to be awarded Fair Trade Status. The school's promotion of the importance of a healthy lifestyle is outstanding. The school was the first in Cardiff to create a walking bus and it is Cardiff's longest running bus. The eco-committee proudly states that between 60 and 70 per cent of pupils walk at least some way to school. The

school encourages the use of cycling to school by issuing cycle permits and building cycle stands. Global citizenship is promoted well through the school council, the eco-committee, the buddies scheme and University of the First Age activities. The well established school council gives pupils a very good insight into the democratic process and local citizenship. All members take on roles appropriate to their age and ability and show great commitment.

26. The quality of care, support and guidance provided by the school is consistently good with outstanding features. The headteacher and staff know pupils very well and highly effective procedures are in place to monitor and support pupils' academic progress, their social development and their personal well-being.

### **Leadership and management**

27. The overall quality of leadership and management has good features, some of which are outstanding.
28. The school's leadership is characterised by a visionary and well coordinated educational direction. The outstanding leadership of the headteacher is imaginative, innovative, sensitive and well organised. She has successfully led the school through a period of intensive improvement and has helped to reshape and retain a team with a high morale. The headteacher gives a sharply focused sense of direction to the school's work, is closely involved in its life at many levels, and shares with other teachers and pupils a commitment to improvement.
29. The deputy headteacher provides excellent support to the headteacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. The school takes outstanding account of national priorities, local partnerships and cluster arrangements.
30. Subject coordinators lead their subjects and influence subject development very positively. They have been closely involved in policy-making and have designed and implemented good schemes of work. The leadership of the provision for pupils with ALN and for those who speak English as an additional language is of a high order. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
31. Effective governance ensures that pupils are cared for and do well. The governing body is very committed to the school and the chair of governors provides a strong and caring lead. Governors are well informed of the school's needs through their own involvement and by regular meetings with both teachers and assistants.
32. This school is committed to improving standards. It has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its last inspection.

The quality of planning for improvement is outstanding. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan. This identifies priorities well.

33. Since its last inspection, the quality of teaching is improved and is now mostly good with outstanding features, the overall standards pupils achieve are consistently good, the quality of care and guidance is outstanding as is the quality of leadership and management. Christ the King Catholic Voluntary Aided Primary School gives outstanding value for money.

## **Recommendations**

34. The governors, headteacher and staff should now:

R1 develop further the use of Welsh in all subjects.

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

## Standards

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

#### Grade 1: Good with outstanding features

35. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. Standards of achievement are good with outstanding features. Although this was a short inspection and standards in specific subjects were not evaluated, there was good evidence of high standards of achievement. Standards are often high in many subjects and have improved since the last inspection.
36. Pupils, including those with ALN, those who speak English as an additional language and those in vulnerable circumstances, make good progress in gaining knowledge, understanding and skills. Their standards and progress in speaking, listening, reading and writing across the curriculum are outstanding. The writing of older pupils, in particular, displays some outstanding features and they use a wide and well chosen vocabulary.
37. Children aged under five make good progress in the key skills of speaking, listening, reading, writing, numeracy and ICT. They also make good progress in their personal and social development.
38. Standards in the use of numeracy are good. Pupils achieve well in the use of ICT throughout the school. Standards in the use of incidental Welsh have good features but also some shortcomings. These shortcomings exhibit a lack of fluency and arise because pupils do not have enough opportunities to use Welsh in other subjects. Pupils achieve very well, when collaborating on creative and problem-solving activities and regularly achieve highly over time. By the end of Year 6, many pupils exceed the national test levels which their teachers predicted they would attain. High standards have been maintained in recent years in national tests and assessments and pupils meet and often exceed their agreed learning goals.
39. In 2007, at the end of key stage 1, the proportion of pupils who achieved at least Level 2 in English and science was well above the national average and that achieved by many similar schools locally and nationally. The proportion who attained at least Level 2 in mathematics was slightly below the average of similar schools but above national averages. The proportion who attained the higher Level 3 was much higher than the national average in English and science and higher than average in mathematics. Overall standards have improved over time and were higher in 2008 than in 2007. The key stage 1 collective results for pupils who achieved at least Level 2 in all three core subjects were well above national averages and those achieved by pupils in similar schools locally and nationally. Boys did as well as girls as did pupils with English as an additional language.
40. In 2007 at the end of key stage 2, the proportion of pupils who achieved at least Level 4 in English, mathematics and science, was well above the

national average and that achieved by many similar schools locally and nationally. The proportion that attained the higher Level 5 was much higher than the national average in English and science and higher than average in mathematics. When compared with similar schools, the proportion attaining Level 5 are among the highest in Wales. Overall standards have improved from 2007 to 2008. The key stage 2 collective results for pupils who achieved at least Level 4 in all three core subjects were well above national averages and those achieved by pupils in similar schools locally and nationally. Boys did as well as girls as did pupils with English as an additional language.

41. The key stage 1 and key stage 2 results, and the analysis of them with similar schools, have been released very recently alongside the national averages for both key stages in 2008. They are included in Appendix 3 at the end of this report. The school's results, overall, show an improvement again upon those attained in 2007. These figures also represent a significant improvement compared with the last inspection. They are well above the national picture as reported in HMCI's annual report in 2006-07.
42. Pupils achieve highly in many subjects. In music, for example, they sing outstandingly in school assemblies. In English, many pupils read with good expression in a clear and flowing way. They write using descriptive language of a high order. Older girls and boys dance to classical music with a blend of grace, liveliness, poise and confidence. They form symmetrical and asymmetrical shapes of increasing complexity and high quality.
43. Pupils have a very good understanding of the ways in which they think. They know, for example, that metacognition involves thinking about their thinking and they employ this strategy in lessons. Their ideas often have intellectual rigour. They sustain debate and justify their arguments convincingly. Younger pupils show outstanding empathy in their role-play.
44. Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards they achieve and to the quality of life in the school. Pupils are friendly, welcoming and courteous. They are proud of their school and keen to share their many achievements with visitors. Older pupils, in particular, are confident, articulate and display a high degree of self-discipline.
45. The headteacher and staff have high expectations of behaviour and pupils respond positively to their calm, supportive and consistent approach. Almost without exception, pupils are enthusiastic learners and enjoy their work and play. They listen carefully to their teachers, contribute willingly to discussion and settle quickly to the tasks set them. They sustain concentration, take great pride in their work and want to do their best.
46. Attendance rates are consistently good throughout the school. Rates are higher than national rates of attendance for pupils of primary school age and compare favourably with schools that have a similar percentage of pupils entitled to receive free school meals.

47. Registration is conducted quickly and efficiently. Pupils are punctual and lessons start promptly. The school complies with all the attendance requirements set out in the *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
48. Pupils make outstanding progress in their personal, social, moral and wider learning. The school places a high priority on the development of pupils' emotional well being. Assemblies often embody a sensitive context in collective worship. Overall, the school's highly supportive ethos enables its pupils to obtain wholesome Christian values to guide them. Pupils' individual talents are recognised and celebrated in many ways.
49. Pupils' ability to work independently, in pairs and as part of a group is very well developed. They organise group activities fairly, share responsibilities and ensure everyone contributes. Pupils often plan and organise their own work with minimum supervision. They use their initiative and make decisions to improve their own learning.
50. In the reception class, children develop the skills to work independently and make their own choices and decisions. They are confident and eager to explore new learning situations and their progress is often at least good.
51. Pupils generally are tolerant and considerate of others. They have a very good awareness of equal opportunities issues and feel strongly that everyone should be treated fairly and without discrimination. They display a growing respect for the diversity of beliefs, attitudes and cultural traditions within their locality and the wider world.

## The quality of education and training

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

#### Grade 1: Good with outstanding features

52. The overall quality of teaching is good with outstanding features. Outstanding features were observed in the teaching in a good range of classes. In the 29 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
52%	48%	0%	0%	0%

53. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The quality of the teaching is a major strength of the school. The consistency of teachers' planning, teaching and subject knowledge is outstanding and has a positive impact on standards achieved by pupils in all year groups. In the majority of lessons observed there were outstanding features.

54. These figures represent a significant improvement compared with the last inspection. They are well above the national picture as reported in HMCI's annual report in 2006-07. Nationally the quality of teaching is reported to be good or better in 79 per cent of lessons with 14 per cent having outstanding features. The majority of teaching, 52 per cent had outstanding features.
55. Teachers have a high degree of subject knowledge and through their commitment to personal and whole school professional development have an excellent understanding of how pupils' learning styles differ and how important it is that their teaching styles reflect this.
56. The planning for children aged under five is carefully structured so that the needs and abilities of all are met. There are close and very effective working relationships between teachers and their assistants. They organise a wide range of suitably stimulating activities and use innovative strategies so that children settle into school happily and quickly become independent learners. This is an outstanding feature.
57. In key stages 1 and 2, teachers plan very carefully so that the objectives of lessons are very closely matched to the different needs and abilities of pupils. Teachers have outstanding expectations of their pupils and make these clear at the beginning of each lesson. Lessons are well paced, learning objectives are shared, success criteria are decided by pupils and plenary sessions allow time for reflection. This ensures that pupils know what they have achieved and what they need to do to improve their work. In Reception, key stages 1 and 2, teachers and learning assistants evaluate their lessons, assessing what children have achieved, the next step in their learning and how to improve teaching and learning. This is an outstanding feature.
58. The use of strategies to develop thinking is outstanding. Teachers' questioning is highly skilled. Teachers' use of strategies such as *Q Matrix* and *Bloom's taxonomy* ensure high levels of questioning. Through strategies, such as "no-hands-up", pupils' interest and motivation is sustained. Questioning allows teachers to ascertain prior knowledge and also develops pupils' higher order thinking. Through strategies such as *Habits of Mind* pupils become more independent in their learning and surer of how to improve the way they work. Also, more able children become more challenged in their learning.
59. Teachers' classroom management is very good. They successfully create an ethos of mutual respect, which promotes learning very effectively. Classrooms are vibrant and colourful. They display and celebrate all pupils' success. Interactive aides-memoire in English and Welsh support and stimulate pupils' thinking.
60. Teachers ensure that all pupils are treated fairly, irrespective of their abilities and backgrounds. They empathise well with pupils who speak more than one language. In whole-school assemblies the languages pupils speak are used in greetings. Pupils with English as an additional language are supported well and their linguistic skills develop accordingly. This enables them to achieve

high standards in English. The use of incidental Welsh by teachers across the school has more good features than shortcomings. In a minority of lessons teachers use Welsh across the curriculum for subject specific terminology, for example, in instructions in physical education and in music lessons by naming percussion instruments in Welsh.

61. The school has put in place a good system which ensures that pupils get good specialist teaching in important areas. Support staff and volunteers are used very effectively to support individuals and groups of children. Teaching assistants are involved in planning and the evaluation of learning. They understand what they are expected to do to support children in reaching objectives set in class work and on specific learning programmes.
62. The nature and strength of team work is an outstanding feature of teaching. Each member of staff is valued equally and teaching benefits greatly from the opportunities the school offers for continuing professional development.
63. Assessment of children aged under five is good. Baseline testing results in early intervention to support children's needs. Field notes by key workers in the Reception class are collated weekly and inform future planning. This is outstanding practice.
64. The school's arrangements for assessment in key stages 1 and 2, including end of key stage teacher assessments, meet national requirements. Teachers have undertaken appropriate exercises in moderating assessments in relation to NC criteria and this has improved the accuracy and consistency of teachers' assessments. The school has been awarded the LEA Assessment Quality Assurance Mark and the Artsmark Gold Award.
65. The school has a marking policy which is understood well by pupils. Teachers mark pupils' work with positive comments and set realistic but challenging targets for them to improve their work. The written dialogue between teachers and pupils is often outstanding.
66. The school has a wide range of strategies to support the use of assessment to improve learning. Thinking skills support pupils' understanding of the purpose of assessment. The school is developing self-assessment and peer marking to improve pupils' understanding of assessment and the next step in their learning. Pupils are systematically taught the skills needed to assess their own work and that of their peers. This is an outstanding feature. Targets are discussed with pupils from Reception to Year 6 and "proud-to-present" sheets, badges and certificates support and motivate pupils to learn at a high level.
67. Parents are kept well informed about their children's progress. They are invited to attend one parents' meeting a term to discuss their children's progress. End of year reports inform them of progress in all areas. Targets are set in core subjects and both pupils and parents have the opportunity to respond. The school holds a variety of curriculum information meetings to support parents' understanding of, for example how thinking is developed. The number of information booklets to support parents understanding of the

curriculum and policies is outstanding as is the way the school shares the results of surveys of children's learning preferences with parents. The school website gives parents excellent help in understanding what pupils learn and what their weekly learning objectives are. Parents are consulted in policy reviews on homework. They are also a part of the continuous process of school improvement through annual questionnaires and feedback.

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

**Grade 1: Good with outstanding features**

68. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The school's curriculum provides pupils with a rich environment for learning and caters for their needs and interests with a wide range of interesting experiences. It is broad, balanced and accessible to all pupils, including those with ALN and those who speak English as an additional language. The curriculum fully meets all the requirements of the National Curriculum. The curriculum includes a meticulously planned and imaginative personal and social education (PSE) programme.
69. The school ensures that pupils develop their basic and key skills to a high level. Key skills are identified in planning and, by the end of key stage 2, pupils' skills are very good. The headteacher and her colleagues monitor key skills closely. Teachers provide pupils with good opportunities to develop their skills in critical analysis and critical thinking. The promotion of pupils' personal and social skills is an outstanding feature. The school is one of two schools in Cardiff and joint first in Wales to be awarded the Thinking Skills Award by the University of Exeter. It helps pupils to understand how to learn through a strategy known as "thinking maps". This works well. Its programme of Philosophy for Children (P4C) is also highly successful in encouraging pupils to look carefully at how they learn as well as what they learn.
70. There are a good range of extra-curricular activities for pupils. These include good and regular opportunities to make music in the school orchestra and a popular choir. Sport is well provided for in netball, athletics, cricket, rugby and football. Girls enjoy equality of opportunity with boys. Pupils' ICT skills are enhanced through the computer club. All these complement and extend the curriculum and make a good contribution to the standards and confidence of the pupils.
71. The overall quality of the educational provision for the under-fives is appropriate to their needs and the pupils make very good progress towards the Desirable Outcomes for Children's Learning.
72. The school's provision for spiritual, moral, social and cultural development is outstanding. Spiritual development is promoted excellently through daily collective worship of a broadly Christian nature, prayers in the class and within the curriculum. Pupils prepare and lead assemblies very well. Visits from

people of faith and other visitors make a significant contribution. Many pupils take a full part in singing hymns and other songs in assemblies. These are often excellent occasions where much learning happens. The school choir leads singing very well. The orchestra accompanies singing skilfully. Assemblies promote a strong sense of community in the way they celebrate pupils' achievements. During these gatherings pupils are respectful, enthusiastic and reflective.

73. Moral development is fostered outstandingly well. Teachers provide good role models to exemplify the school's moral code. The school employs a wide range of strategies to help pupils develop wholesome moral values. It also provides them with a clear understanding of how they can contribute to their community. This aspect is developed further through the school's very good PSE programme. Circle time discussions on moral issues and analysis of texts also assist. The school successfully promotes the virtues of honesty, fair play and friendship.
74. The school promotes pupils' social development outstandingly well. Pupils willingly accept the school rules. They sing evocatively in assemblies. They learn how to relate to others and take responsibility for their own actions. They enjoy very good opportunities to work collaboratively in class, to solve problems, make deductions and think creatively.
75. The school promotes cultural development very well and pupils have a very good understanding of their own culture. Through raising money for those less fortunate than themselves, as well as through assemblies and lessons focusing on different cultures, faiths and festivals, pupils are encouraged to develop a good understanding of life in multi-cultural Wales. They also show a good awareness of the diversity of beliefs and cultures in the United Kingdom and the world.
76. The school's partnerships with parents, the local community, other schools and higher education institutions are highly successful and have outstanding features that enrich the life and work of the school and enhance pupils' learning experiences.
77. Nearly all parents are highly supportive of the school and are pleased with the standards their children achieve within a caring, Christian environment. Parents and friends make a valuable contribution to the life and work of the school. Many give freely of their time helping out in the classroom, accompanying pupils on educational visits, supporting school activities and in fund-raising for the school.
78. Parents are kept very well informed about the life and work of the school, particularly about curriculum developments. Attendance at parent/teacher consultations is outstanding and parents have ready access to the headteacher and staff. A constructive home/school agreement has readily been accepted by parents.

79. Highly effective pastoral, administrative and curriculum links have been developed with the receiving Catholic secondary school. Regular liaison meetings, an exchange of information and ideas, joint in-service training and teacher exchanges help to promote continuity of education for pupils. Arrangements for the transfer of pupils are very well managed and ensure that Year 6 pupils look forward to secondary school and approach it with confidence.
80. The school has very good partnerships with several institutions of higher education and regularly welcomes student teachers on placements. Students are very well mentored and supported and they make a positive contribution to the life and work of the school.
81. The school's partnership with the local community is highly productive. Teachers take full advantage of all that the locality has to offer to broaden and enrich the learning experiences of pupils. The school and its various activities are very well supported and valued by the local community.
82. The school's curriculum fully complies with legal requirements and takes due account of national curriculum subjects, the Foundation Phase for children under five, the agreed syllabus for religious education and the promotion of pupils' spiritual, moral, cultural, mental and physical development. Pupils' bilingual skills are not promoted enough incidentally in other subjects.
83. The policy for personal and social education (PSE) permeates school life and provides pupils with rich learning experiences. It closely follows national recommendations. Health and relationships education, drugs awareness and emotional literacy are given appropriate attention and teachers are skilled at treating these areas with tact and sensitivity. External visitors make a good contribution to the PHSE programme.
84. The school's commitment to work-related education (WRE) is outstanding and WRE is an integral part of pupils' learning. The school has developed strong partnerships with a wide range of local businesses and relevant agencies, including Careers Wales. Teachers have undertaken a range of business-related courses which have enhanced professional development and enriched curriculum provision for pupils.
85. Through their visits to a variety of retail and commercial businesses, pupils gain first-hand knowledge of different working environments and an understanding of the variety of work undertaken in their locality and further afield. In addition, the school regularly welcomes visitors from a range of professions and occupations to speak to pupils about their work.
86. The Curriculum Cymreig is well established through curricular links which build on the cultural, historical, environmental and linguistic characteristics of Wales. Pupils visit places such as the Urdd Camp at Llangrannog and The Museum of Welsh Life at St Fagan's. The school has an Urdd club and pupils take part in Urdd competitions. The culture and heritage of Wales are reflected well in the life of the school. A sense of pride in being Welsh is

fostered successfully through each class's identity with a Welsh saint and in good news assemblies.

87. Teachers, teaching assistants and clerical staff promote bilingualism in lessons to some degree but more could be done to use Welsh incidentally in other subjects. The school is well supported by the Athrawes Bro (Area Welsh Teacher) who provides excellent support in evaluation and planning. During collective worship, pupils and staff use both Welsh and English.
88. The standards in and provision for education for sustainable development and global citizenship (ESDGC) are outstanding and have been used by the LEA as an exemplar of good practice. Pupils have a clear understanding of the need to care for the environment, to minimise waste, to reduce energy and water consumption and the importance of healthy lifestyles and choices. They are involved in re-cycling and composting schemes and are actively involved in developing the school grounds and local environment. As part of the Eco Schools Award Scheme the school has achieved the Bronze, Silver and Green flag awards for its commitment to conservation.
89. The school is one of the first in Wales to be awarded Fair Trade Status. Its promotion of the importance of a healthy lifestyle is outstanding. It was the first in Cardiff to create a walking bus and the eco-committee proudly states that over 70 per cent of pupils participate still. The school encourages the use of cycling to school by issuing cycle permits and building cycle stands. Global citizenship is promoted well through the school council, the eco-committee, the buddies scheme and University of the First Age activities. The well established school council gives pupils a very good insight into the democratic process and local citizenship. All members take on roles appropriate to their age and ability and show great commitment.
90. Pupils' entrepreneurial skills are good. The school council runs the school's healthy eating tuck shop and this gives them valuable insight into the running of a business. In Year 6 Enterprise week, pupils plan, design, advertise and sell products they have made. They have a good understanding that they need to cost activities and ensure profit margins are acceptable to the running of their business enterprises. Pupils also develop their problem-solving skills and contribute to decision-making processes through the curriculum, their work on the school council, through their environmental work and in their outstanding fund-raising for charity.

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

<b>Grade 1: Good with outstanding features</b>
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91. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The quality of care, support and guidance provided by the school is consistently good with outstanding features. The headteacher and staff know pupils very well and highly effective procedures are in place to

monitor and support pupils' academic progress, their social development and their personal well-being.

92. The school plans and manages care arrangements very effectively and draws upon a wide range of support services to ensure pupils' needs are carefully assessed and provided for. Parents and carers are fully involved. The school listens carefully to them and their views are well considered and acted upon.
93. Pupils have regular opportunities to put forward their ideas and opinions about their school and do so with confidence through the school council. The council meets regularly and is a very good forum for pupils to work together and develop their problem-solving and decision-making skills. Councillors undertake their duties conscientiously and feel they can make a real difference to their school. They are developing a very good awareness of the democratic process. They feel the school listens carefully to their views and often acts upon their recommendations.
94. The induction procedures for children entering the school are highly effective. As they move classes through the school and as they prepare to leave for secondary school, pupils are very well supported for those transitional times.
95. The quality of academic support and guidance is based on individual assessment and linked to high but realistic expectations of pupils. It is well established and very effective. The school provides outstanding personal support and guidance to pupils. They are confident in seeking the help and support of staff. They readily turn to adults for help and are listened to and treated with kindness and respect. The quality of relationships between staff and pupils is exemplary and contributes significantly to pupils' confidence, positive behaviour and self-esteem. The school's use of specialist support includes health professionals, welfare agencies, psychological and social services. It is very effective.
96. The monitoring of behaviour, attendance, punctuality and performance is thorough and rigorous. The school's policies and procedures to promote good behaviour are very effective and they are applied consistently by staff. Pupils respond well to the high expectations of adults. Pupils whose behaviour gives cause for concern are counselled, parents are involved and support is sought from external agencies and the local authority if necessary. These arrangements work well.
97. The headteacher has established very workable procedures to encourage good attendance and punctuality. They ensure pupils' absence is adequately explained and staff follow up situations where necessary. Regular and effective liaison takes place with the education welfare service.
98. The school has clear policies and procedures in place to promote health and safety, including risk assessment, which are monitored carefully by the headteacher, staff and governors. Pupils are supervised well during break times, and well-established arrangements are in place to deal with any

accidents and emergencies. Support staff and mid-day supervisors make a good contribution to the pastoral care of pupils.

99. As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting a healthy diet and lifestyle. Fresh water is readily available and pupils are encouraged to eat healthy snacks. From an early age, pupils understand that eating a healthy diet and exercising regularly is good for their health and well being. Pupils also have access to a wide range of physical and sporting activities. These contribute well to their well being. The school has achieved Green Flag status and is accredited as an eco-school. This underlines its commitment to energy conservation.
100. The school has appropriate measures to deal with appeals and complaints and to promote the protection of children. The headteacher has designated responsibility for child protection issues and ensures that all adults in the school are aware of the correct procedures to be followed and that training is regularly updated.
101. The school uses a good range of baseline, diagnostic and other teacher assessments to identify pupils' additional learning needs effectively, and to influence the teaching appropriately. Teaching assistants deliver a programme of support for pupils in Reception which identifies additional needs at an early stage. This is outstanding. The co-ordinator for additional learning needs (ALNCO – referred to as the Inclusion Co-ordinator or INCO) manages the arrangements to provide additional support for pupils very well. The school works collaboratively with a range of specialist agencies to ensure the best support for pupils with additional needs. The school fully complies with statutory requirements and policies. Its procedures meet Welsh Assembly Government guidelines.
102. There is excellent support for pupils with additional learning needs (ALN). A variety of effective interventions ensures that the school meets the needs of the pupils. These include the LEA programmes for numeracy (NIPPERS) and literacy (SAIL and Reading Recovery) and the PASS (Pupils' Attitudes to Self and School) questionnaire. These are an outstanding feature. They result in raising pupils' confidence and self-esteem as well as having a positive impact on their learning. High quality Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) inform learning and teaching and good communication ensures that pupils and parents are fully involved in the process. Pupils with ALN are fully included in all aspects of school life and extra-curriculum activities and take a full part.
103. The school's behaviour policy is modelled on a positive behaviour and rewards system. Teachers and a highly skilled support staff manage pupils with challenging behaviour in an exemplary way. A high level of mutual respect and co-operation ensures that teaching takes place without disruption. The school responds well to pupils' needs through the Social and Emotional Aspects of Learning (SEAL) programme as well as with extra group or individual support. It is particularly successful with pupils who suffer from low

self-esteem. The school works closely with parents whose children show concern and targets are set for improvement in behaviour.

104. The school recognises its responsibility to promote good race relations and its provision to promote equal opportunities and diversity is outstanding. During “Respect” week the themes of ethnicity and cultural awareness, awareness of other religions, disability, health and fitness, wealth and poverty, bullying, the local and world environment are explored. During “Creativity” week pupils help create a new culture for an imaginary place and experience the ownership and pride that it provides. The school has strong working links with a more multi-cultural school. Pupils from both schools benefit through sharing their learning experiences. The school makes good use of external resources such as “Show Racism The Red Card” (to be found at [www.srtrc.org.uk](http://www.srtrc.org.uk)).
105. The school successfully ensures that boys and girls have equal access to the curriculum and extra curricular activities. Boys and girls have equal responsibilities and take part in similar extra-curricular activities. Teachers and assistants are proactive in combating stereotyping and in helping pupils make informed decisions. Boys and girls take part in all sports clubs and have open access to the dance curriculum. This often results in outstanding performances. The school challenges stereotyping in an outstanding way, for example, by inviting a pupil’s father to bath, dress and feed his baby son as part of a Reception class session. The strategies to identify more able and talented children are outstanding.
106. The school’s ethos emphasises fair play for all and its arrangements to monitor and eliminate oppressive behaviour, including bullying and all forms of harassment are good. Effective behaviour management strategies, class rules, home school contracts and discipline and behaviour policies ensure that pupils feel safe and secure.
107. A steering group of parents, staff and governors has formulated a Disability Access Action plan to address the needs in the future of any pupils who might be disabled. This recognises the possible need to make adjustments to help ensure any pupil with disabilities is not disadvantaged.

## **Leadership and management**

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

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

108. Inspection evidence supported the school’s judgment of Grade 1 in its self-evaluation report. The overall quality of leadership and management has good features, some of which are outstanding.
109. The school’s leadership is characterised by a visionary and well coordinated educational direction. The outstanding leadership of the headteacher is imaginative, innovative, sensitive and well organised. She has successfully

led the school through a period of intensive improvement and has helped to reshape and retain a team with a high morale. The headteacher gives a sharply focused sense of direction to the school's work, is closely involved in its life at many levels, and shares with other teachers and pupils a commitment to improvement.

110. The deputy headteacher provides excellent support to the headteacher in managing the school. They play an active and effective part in planning, supporting, monitoring and evaluating the work of colleagues. Induction procedures for new members of staff are good. The school has a role as mentor for students from the teacher-training department of the University of Wales at Newport. This means that student teachers are often involved in class teaching under the close tutelage of the school's staff. Senior managers support student teachers very well. The school takes excellent account of national priorities, local partnerships and cluster arrangements.
111. Many subjects benefit from outstanding leadership. Coordinators influence subject development very positively. Subject coordinators are closely involved in policy-making and have designed and implemented good schemes of work. Pupils have a voice in leadership through the school council. High standards are promoted with much persistence. The essence of the school's effectiveness is in the excellent teamwork between teachers and learners, teaching assistants, senior managers and governors.
112. The school helps develop the expertise of both teachers and learning support assistants in a highly 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.
113. Effective governance ensures that pupils are cared for and do well. The governing body is very committed to the school and the chair of governors provides a strong and caring lead. Governors are well informed of the school's needs through their own involvement and by regular meetings with both teachers and assistants. They recognise and support the role of the school council and take note of its views. They are successful in helping to set the school's strategic direction through their work in setting and costing targets for improvement in the school development plan.
114. Governors make regular visits to the school and have formal links with subject coordinators and members of staff with other areas of responsibility. They take a very close interest in their particular areas, such as for pupils with ALN. Newly elected governors are developing their roles in liaison with subject leaders and by monitoring the quality of education and standards of achievement. The governing body meets all regulatory and legal requirements.

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

**Grade 1: Good with outstanding features**

115. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report. The school's self-evaluation processes and planning for improvement are good with outstanding features. The self-evaluation process is outstandingly inclusive of all the school's stakeholders and the self-evaluation report is thorough, accurate and of high quality.
116. The findings of the inspection team were in line with all of the judgments made by the school in its self-evaluation report. The school knows itself well. The self-evaluation report is honest and thorough and all governors, teachers 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 evaluate school life through their representatives on the school council.
117. The headteacher, deputy headteacher and subject coordinators regularly monitor and evaluate the quality of teaching and learning. Coordinators also take in pupils' work to assess the outcomes of teaching on a regular basis. The school's use of the initiative known as "Learning Walks" involves other headteachers, teachers, governors and pupils in walks around the school which focus upon single aspects of learning such as the use of ICT. This is innovative and has a good impact upon school improvement.
118. Performance management and appraisal procedures are of good quality. Teachers receive in-service training of high quality. Where the school cannot source training externally it uses the very good in-house expertise of individual teachers to train other staff.
119. The school is committed to improving standards. It has successfully developed very good self-evaluation procedures. These have been instrumental in the excellent progress it has made since its last inspection. The quality of planning for improvement is outstanding. The school assesses its strengths and its areas for improvement through a clear and well-composed school development plan. This notes the school's needs and priorities well. Financial implications and timescales are stated clearly. It is a useful working document with specific, measurable success criteria. The headteacher and governing body ensure that good resources are provided to achieve key targets. Governors, teachers and assistants are closely involved in planning for improvement and their views are carefully considered.
120. The headteacher and deputy headteacher monitor teaching carefully and have an accurate picture of the staff's many strengths and few areas for improvement. The professional development interviews give outstanding opportunities for all members of staff to reflect on their practice and identify their strengths and areas to be developed.

121. Since its last inspection, the quality of teaching is improved and is now often outstanding, the overall standards pupils achieve are consistently good, the quality of care and guidance is outstanding as is the quality of leadership and management.

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

**Grade 1: Good with outstanding features**

122. Inspection evidence supported the school's judgment of Grade 1 in its self-evaluation report.
123. The quality of the school's staffing is outstanding in many ways. It ensures that there are sufficient well qualified teaching and non-teaching staff to provide a generous ratio of adults to pupils. Teachers are complemented in their work by experienced, well trained assistants and volunteers, who work effectively with pupils. The organisation of classes is appropriate. There are very effective professional development procedures for all staff and these help to improve standards and the quality of teaching and learning. The support given by administrative, catering, cleaning and caretaking staff is outstanding. They ensure the well being of pupils. Daily routines run smoothly, and the buildings and grounds are in good order.
124. The school is well resourced. Pupils have access to a wide range of materials which match their needs well. Classrooms have a range of books to support pupils' learning and the libraries have a good range of attractive fiction and non-fiction books. The school has shown continued commitment to ICT by improving its provision with hardware in classrooms and a refurbished ICT suite. The recent development of the outdoor environment, particularly for children aged under five, enriches and extends the curriculum.
125. The school makes very good use of staff time, expertise and experience. Staff use their interests and expertise to run a wide range of extra-curricular activities. All staff benefit from an extensive programme of professional development. Teachers apply for General Teaching Council of Wales (GTCW) grants to take part in individual, school and cluster research to improve their skills. This is outstanding. Recently qualified staff have an effective induction programme and are mentored well.
126. Generally, a very thorough in-service training and education (INSET) programme coupled with the previously mentioned opportunities to participate in research projects have a positive impact on teaching and learning. Teachers get appropriate time for planning, preparation and assessment (PPA). The implementation of workforce remodelling has been effective in helping to raise standards further.
127. Resources are constantly used to enrich the curriculum. Good account is taken of national initiatives in the school's spending. The school has invested

in its environment, considerably enhancing the outdoor learning areas with exciting, stimulating equipment.

128. The support the headteacher receives from the school's financial officer is outstanding. The school manages its budget independently from the LEA with its own cheque book system. This ensures efficiency when placing orders, paying invoices and salary bills. By careful investment and good financial husbandry, the school benefits substantially. Additional funding is secured through a range of grant applications, student placements and very successful fundraising by the Parent and Friends Association (PFA). All additional funding is used very well. Subject leaders order equipment after careful audits and consultation with staff and seek to obtain the best value for money.
129. The school budget is monitored regularly by the LEA's Financial Services Manager. The headteacher and the finance committee have regular meetings where spending is carefully monitored. Feedback to the full governing body takes place on a regular basis.
130. The accommodation is adequate for the number of pupils on roll and is clean and well maintained although space is at a premium and storage areas are limited. The headteacher and staff make very good use of all available accommodation to provide pupils with a vibrant and stimulating learning environment. The quality of display is very good and this helps to celebrate pupils' achievements.
131. School grounds are well maintained and teachers make good use of the outdoor environment to support pupils' learning. Recent initiatives include a secure outdoor area for the Foundation Phase, refurbishment of toilet facilities, enhancements to the playground and improvements to the fabric of the building. These are positive developments and demonstrate the governing body's financial commitment to improving school facilities. The whole school is accessible to wheelchair users.
132. Christ The King Catholic Primary School gives outstanding value for money. This is evident in the quality of care, guidance and support given to pupils, the richness of the curriculum provision, the outstanding quality of teaching, the outstanding leadership of the headteacher and the outstanding progress made since the last inspection.

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

The staff, pupils and governors of Christ the King Catholic VA Primary school are delighted with the outcomes of the inspection report that acknowledges and affirms the school's many strengths and outstanding features.

The award of grade 1 in all seven key questions confirms the judgments made in our own self-evaluation report which reflects the dedication shown by every member of staff and the governing body to achieve the very best for the pupils.

We are extremely proud that the majority of teaching was found to be good with outstanding features and that the curriculum has been described as being at the leading edge of educational development.

We are very pleased that the inspectors recognised the school's many innovative and highly effective practices that have enabled high standards of achievement and which have had a significant impact on pupils' attitudes to learning and to each other. The report recognises that the support, guidance, and care that children from all backgrounds and abilities receive, from those with ALN to the more able and talented, is outstanding and that all are treated equally with dignity and respect.

We are also very pleased that the inspectors recognised the progress and improvement in standards made since the last inspection and that this has been made through the commitment, skill and teamwork of all staff, the hard work of pupils and governors, and the strong partnerships that exist with parents and the wider community

It is very uplifting that the report agrees with the school that it is effective in its aspiration to develop the whole child and to enable all to develop positive lifelong attitudes to learning. As a result pupils' behaviour and their attitude to learning were found to be outstanding

Our school would like to thank the inspection team for the interest shown in our school, their courtesy, integrity and the professional way in which they conducted the inspection. We recognise the work that they undertook before, during and after the inspection. The school has benefited from working with the team. Their findings are valued and the school will continue to work on the recommendation of the inspection as identified in the current year's school improvement plan.

## Appendix 1

### Basic information about the school

Name of school	Christ The King Catholic Voluntary Aided Primary School
School type	Nursery and Primary
Age-range of pupils	4 to 11
Address of school	Everest Avenue Llanishen Cardiff
Postcode	CF14 5AS
Telephone number	02920 754787

Headteacher	Mrs Bernadette Hancock
Date of appointment	September 2002
Chair of governors	Mrs Veronica Camilleri
Registered inspector	Mr Rob Isaac
Dates of inspection	6 <sup>th</sup> to 8 <sup>th</sup> October 2008

## 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	nil	30	30	27	29	31	31	30	208

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	5	10.3

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	20 : 1
Pupil: adult (fte) ratio in nursery classes	N/A
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	29.7
Teacher (fte): class ratio	1.4 : 1

Percentage attendance for three complete terms prior to inspection		
Term	R	Rest of school
Autumn 2007	96.1%	96.3%
Spring 2008	97.6%	94.5%
Summer 2008	95.3%	95.4%
Percentage of pupils entitled to free school meals		3.8%
Number of pupils excluded during 12 months prior to inspection		1

## Appendix 3

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		28			
Percentage of pupils at each level								
			D	W	1	2	3	2+
English:	Teacher assessment	School	0	0	0	61	39	100
		National	0.2	3.5	13.8	63.0	19.4	82.4
En: reading	Teacher assessment	School	0	0	0	64	36	100
		National	0.2	4.1	14.9	55.2	25.5	80.7
En: writing	Teacher assessment	School	0	0	7	75	18	92.9
		National	0.2	4.8	15.9	67.8	11.3	79.1
En: speaking and listening	Teacher assessment	School	0	0	0	39	61	
		National	0.2	2.4	10.7	62.8	23.8	86.6
Mathematics	Teacher assessment	School	0	0	0	71	29	100
		National	0.2	2.0	10.9	65.2	21.6	86.8
Science	Teacher assessment	School	0	0	0	61	39	100
		National	0.2	1.6	8.5	66.3	23.4	89.7

### Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment

In the school	100.0%	In Wales	80.7%
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D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)

W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 7 year olds will attain level 2.

**National Curriculum Assessment Results  
End of Key Stage 2:**

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6:	33	
Percentage of pupils at each level									
			D	W	1	2	3	4	5
English	Teacher assessment	School	2	0	0	0	0	64	36
		National	0.2	0.5	0.6	3.1	15.6	51.3	28.5
Mathematics	Teacher assessment	School	2	0	0	0	6	55	39
		National	0.2	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	2	0	0	0	0	60	40
		National	0.2	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science and English or Welsh (first language) according to teacher assessment	
In the school	94.0%
In Wales	75.5%

D Pupils who are disapplied under statutory arrangements from part or all of the National Curriculum (0.1% of pupils were also not awarded a level for other reasons)  
W Pupils who are working towards level 1

N.B. The general expectation is that the majority of 11 year olds will attain level 4.

## Appendix 4

### Evidence base of the inspection

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

The inspectors visited:

- twenty-nine lessons or parts of lessons;
- all classes;
- three 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 to a questionnaire from 54 parents;
- 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 and Subject Responsibilities
Mr Rob Isaac	Registered inspector	Pre-inspection Commentary Context and Aims Key Question 1 Key Question 3 Key Question 5 Key Question 6 Summary and Full Reports Report editing
Mrs Janet Warr	Lay Inspector	Contributing to: Key Question 1 Key Question 3 Key Question 4 Key Question 7
Mrs Ann Williams	Team Inspector	Key Question 2 Key Question 3 Key Question 4 Key Question 7 Bilingualism
Mrs Bernadette Hancock	Nominee & Headteacher	Self-evaluation Report Contributing to all key questions School's Response to the report

#### Acknowledgement

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

#### Inspection Contractor:

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