

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

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

**St Fagans C.I.W. Primary School  
Drope Road  
Cardiff  
CF5 4SZ**

**School Number: 6813366**

**Date of Inspection: 30 June 2009**

**by**

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17166**

**Date of Publication: 02 September 2009**

**Under Estyn contract number: 1126408**

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St Fagans C.I.W. Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of St Fagans C.I.W. Primary School took place between 30/06/09 and 03/07/09. An independent team of inspectors, led by Gareth Wyn Roberts 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 **standard** 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 St. Fagans Church in Wales Voluntary Aided Primary School, in the Cardiff Unitary Authority area, is situated in The Drope in the north-west of the city. Pupils are taught in a single-storey, modern building with adjoining hard-surface areas. At the time of the inspection there were 201 pupils on roll and an additional 30 nursery aged children (15 full-time equivalent). Pupils are taught in 7 single-aged classes and two additional nursery classes, one in the morning and one in the afternoon. The school admits children after their third birthday. The number of pupils on roll has remained relatively stable since the last inspection, which was held in May 2003.
- 2 Pupils are drawn from well-established local residential areas, which are neither prosperous nor economically disadvantaged. The school describes the intake of pupils as being neither advantaged nor disadvantaged; four per cent of pupils are registered as being entitled to free school meals. This percentage is lower than the national average and the average for Cardiff. The intake of pupils covers the full range of ability with approximately 10 per cent of pupils identified as requiring special educational needs (SEN) support. This percentage is about half that for Wales as a whole. An additional five pupils have statements of SEN (2.5 per cent of the cohort which is close to the national average). No pupils are disapplied from the National Curriculum. English is the first language of the large majority of pupils in the school; there are no natural Welsh speakers. Ninety per cent of the pupils belong to the white ethnic group. No pupils are receiving help with English as an additional language. One pupil is 'looked after' by a local authority (LA).
- 3 The head teacher was appointed to her post in September 2008; her deputy (who was a teacher in the school previously) also started her new responsibilities in September 2008. Her permanent appointment as deputy head teacher was confirmed in May 2009.

### The school's priorities and targets

- 4 The school's priorities for development during 2009-2010 are to:
  - 1 raise the standards in mathematics, particularly of boys at key stage 2;
  - 2 review the scheme of work for English and links to context for learning;
  - 3 further develop long-term curriculum planning to meet the requirements of curriculum 2008;
  - 4 review assessment policy and procedures for the foundation phase and curriculum 2008;
  - 5 extend the scope of monitoring by curriculum and aspect co-ordinators to cover all subjects/aspects to include teaching/assessment and curriculum planning, and
  - 6 review the staffing structure of the school.

## Summary

- 5 This is a good school with some outstanding features. Its good features are reflected in its pupils' and children's standards of achievement, the quality of teaching, and the quality of the school's management and leadership. Outstanding features include pupils' behaviour and attitudes, the school's ethos and the quality of care, support and guidance provided for pupils.

### Table of grades awarded

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

- 6 The grades awarded by the inspection team match the grades awarded by the school in its self-evaluation document in six of the seven key questions. The inspection team awarded a higher grade for key question six.
- 7 Pupils' standards of attainment at both key stages compare well with local and national assessments. When compared to similar schools (schools in the same free school meals band) assessment results have varied from year to year and subject to subject. Generally, results at key stage 1 have been better than those at the end of key stage 2.
- 8 At key stage 1 in 2008 the school was in the top 25 per cent of similar schools in science, in the top 50 per cent of schools in English and the core subject indicator (where assessments in a combination of English, mathematics and science are taken together). They were in the bottom 50 per cent of similar schools for mathematics.
- 9 At key stage 2 in 2008 the school's assessments placed it in the top 50 per cent of similar schools for science and English but in the lower 50 per cent of similar schools for mathematics and the core subject indicator. During the period 2005-2008 boys' attainment in teacher assessments were not as good as those for girls.

### Grades for standards in lessons observed

- 10 The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
24%	76%	0%	0%	0%

- 11 This compares very well with the national picture as reported in the Annual Report of Her Majesty's Chief Inspector (HMCI) for 2007 to 2008. Nationally, standards of achievement in primary schools are good or better in 84 per cent of lessons and outstanding in 12 per cent of lessons.

### Standards in the areas of learning for under-fives in the Foundation Phase

- 12 The overall quality of the educational provision for children under 5 is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase.
- 13 The following table gives the standards for the areas of learning for under-fives. The overall grade is Grade 1.

Personal and social development , well being and cultural development	1
Language, literacy and communication	1
Mathematical development	2
Welsh language development	1
Knowledge and understanding of the world	1
Physical development	2
Creative development	1

### Grades for standards in subjects inspected

- 14 The following table gives the standards in subjects inspected in key stage 1 and 2.

Inspection Area	key stage 1	key stage 2
English	2	2
History	2	2
Information and communication technology	3	2
Music	2	2
Physical education	1	2

- 15 Standards in key skills throughout the school are good. Standards are good in speaking, reading, listening and writing in English. They are also good in numeracy and information and communication technology (ICT) in key stage 2 and nursery and reception. Standards in ICT in key stage 1 have strengths which outweigh shortcomings.

- 16 Standards in bilingualism have strengths which outweigh shortcomings in key stage 2, but are good with outstanding features in nursery and reception and good in key stage 1. Standards in creativity and pupil independence are good throughout the school. Pupils make outstanding progress in their personal, social, moral and wider development. Pupils' behaviour is outstanding. Attendance is good.
- 17 Both boys and girls achieve well in class. All pupils, including those with Special Educational Needs (SEN) and those who are more able and talented, also achieve well.

## The quality of education and training

### Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	68%	5%	0%	0%

- 18 These figures compare very well with the national picture as reported in the Annual Report by HMI for 2007 to 2008, where nationally, the quality of teaching in primary schools is good or better in 83 per cent of lessons and outstanding in 16 per cent of lessons.
- 19 In the lessons which have outstanding features, members of staff impart high expectations of pupils' performance and a lively and energetic delivery, using a range of strategies to get the best out of the pupils and plan work that is exciting and challenging.
- 20 In the vast majority of lessons where teaching is good, members of staff give clear explanations so pupils fully understand what they have to do; they ensure that the pace of the lesson is really good and no learning time is wasted. They also deploy teaching assistants very well to support in lessons, and this has a good impact on pupils' learning. In addition, they provide experiences that are interesting and stimulating and promote a good level of independent working.
- 21 In the very few lessons which have shortcomings, members of staff do not plan for pupils of differing ability levels and they do not give clear instructions, so that the progress made by the more-able and less able pupils is impaired.
- 22 The use of incidental Welsh and bilingual teaching is inconsistent across the school, but is a strength particularly in the classes for under fives.
- 23 Arrangements to assess pupils' achievement and progress are good with no important shortcomings. Statutory requirements are met.
- 24 The school's curriculum provides good balance, breadth, coherence, continuity and progression. It is equally accessible to all. It meets the requirements of the range of pupils at the school, whatever their age, gender or ability. It has outstanding features in its richness and variety. However, the

provision made to promote pupils' bilingual skills is inconsistent. Arrangements to raise pupils' awareness of the world of work are underdeveloped.

- 25 The school promotes pupils' spiritual, moral, social and cultural development extremely well in lessons, by means of collective worship and by the use of community and social activities. This is an outstanding feature.
- 26 The quality of personal support and guidance provided for pupils by the head teacher, teaching and support staff is excellent and fully ensures their well-being whilst in the schools care. Staff make every effort to promote healthy eating and a healthy lifestyle. The positive relationships and the mutual respect between staff and pupils are outstanding features and enable pupils to make overall good progress in their academic, social and personal development.

### **Leadership and management**

- 27 The head teacher is a very successful leader and manager, who has extremely high expectations and leads by example. She has a very clear vision of the school's values, aims, objectives and priorities and she has communicated them very successfully to colleagues, governors and parents in a very short time.
- 28 The school has a clear sense of purpose which is significantly promoted by shared values, ethos and approaches. The head teacher is skilfully supported by all members of staff. The deputy head teacher and subject co-ordinators are effective leaders in their areas.
- 29 The school promotes equality for all. This is clearly reflected in the day-to-day work of the school, where pupils of all abilities, whatever their age, gender, ability, linguistic or racial background are treated equally and given the same opportunities
- 30 Realistic, but ambitious, targets are set as required by statute. The school development plan's main priorities pay good attention to a number of national priorities.
- 31 The governors are very supportive of the school. They have a good level of knowledge about almost every aspect of the school's life. They act as critical friends to the head teacher and her colleagues.
- 32 The school's processes for self-evaluation are good and, though revised recently by the new head teacher, they are robust and based on formal lesson observations and detailed analysis of pupils' work against subject standards. Positive outcomes in improved standards and provision are already evident.
- 33 Teaching staff are effective and well deployed. Ancillary and support staff make an important contribution to the school.

- 34 The school has overcome some limitations in the current building by developing extensive use of its grounds. It has good range of resources, which are used well.
- 35 The school provides good value for money due to the standards achieved, the good quality of the teaching, the outstanding curriculum and ethos and the efficient and effective management and leadership.
- 36 The school has responded well to the 'key issues' noted in the previous inspection report.

## Recommendations

- 37 In order to improve, the school should:
- R1 maintain the good and outstanding standards across the subjects, and raise standards in ICT at key stage 1, including ensuring that pupils have sufficient access to computers;
  - R2 further develop the consistent use of incidental Welsh and bilingual teaching, especially at key stage 2;
  - R3 further improve the quality of teaching by sharing outstanding features and eliminate shortcomings, and
  - R4 broaden pupils' awareness of, and aspirations for, the work-place.

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

## Standards

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

#### Grade 2: Good features and no important shortcomings

- 38 The findings of the inspection team match the grade awarded by the school in its self-evaluation report.
- 39 The following table summarises the percentage grades awarded for the standards achieved by pupils in the lessons observed in the six subjects inspected.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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- 40 This compares very well with the national picture as reported in the Annual Report of HMCI for 2007 to 2008, where nationally the standards of achievement in primary schools are good or better in 84 per cent of lessons and outstanding in 12 per cent.

#### Standards in the areas of learning for under-fives in the Foundation Phase

- 41 The overall quality of the educational provision for children under 5 is appropriate for their needs and children make good progress towards the outcomes of the Foundation Phase.
- 42 The following table gives the standards for the areas of learning for under-fives. The overall grade is Grade 1.

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

#### Grades for standards in subjects inspected

- 43 The following table gives the standards in subjects inspected in key stage 1 and key stage 2.

Inspection Area	KS1	KS2
English	2	2
History	2	2
Information and communication technology	3	2
Music	2	2
Physical education	1	2

- 44 Pupils' standards of attainment at both key stages compare well with local and national assessments. When compared to similar schools (namely schools in the same free school meals band) pupils' standards of attainment at both key stages have varied from year to year and subject to subject. Generally results at key stage 1 have been better than those at the end of key stage 2.
- 45 At key stage 1 during the period 2005-2008, assessments in English and the core subject indicator (where results in the combination of English, maths and science are considered together) have placed the school in the top 50 per cent of similar schools. Results in mathematics placed the school in the lower half of similar schools, which was also true of science in 2006 and 2007, but results in science in 2008 placed the school in the top 25 per cent of schools.
- 46 At key stage 2 over the same period assessments in mathematics and the key stage 2 core subject indicator (where results in the combination of English, maths and science are considered together) have placed the school in the lower 50 per cent of similar schools. Results improved over the same period from the lowest 25 per cent of similar schools to the top 25 per cent of schools. Apart from a dip in 2007 where the school was in the bottom 25 per cent of schools, assessments have improved in English. In 2008 the school was in the top 25 per cent of similar schools.
- 47 The attainment of boys has been lower than that of girls during the period 2005-2008 especially in mathematics. On the other hand about a third of pupils have attained level 5 or above in the same period in one or more subjects.
- 48 Standards in key skills throughout the school are good. Standards in speaking and reading in English are good. Pupils speak at length, and can clearly explain and justify points of view. They read books suitable for their age very well and show a high degree of comprehension, with the more-able showing a good degree of literary appreciation. Pupils listen well to their teachers and to each other and respond appropriately in speech or in writing. Writing is generally extended with good punctuation, but a few of the older pupils have difficulty with spelling.
- 49 Numeracy skills are good in subjects such as design technology and science. Pupils measure and estimate well. They use correct units and convey data accurately.
- 50 Key stage 2 pupils have good ICT skills and they use the internet to search and select information. They convey information well in presentations and documents, incorporating sounds and visual elements. They use ICT well to communicate with others. In key stage 1, pupils display standards where strengths outweigh shortcomings. Their use of ICT to convey data and information is limited at times.
- 51 Standards in bilingualism overall show strengths which outweigh shortcomings in key stage 2 but are good with outstanding features in nursery and reception and good in key stage 1. Standards in creativity and pupil independence are

- good. Pupils make outstanding progress in their personal, social, moral and wider development.
- 52 Both boys and girls achieve well in class. All pupils, including those with SEN and those who are 'more able and talented' also achieve well.
- 53 Most pupils readily acquire new knowledge, understanding and skills and apply these to new situations. They understand what they are doing and they are aware of their levels of achievement in the subjects. They often receive targets to improve their work. Pupils also set their own targets and often know what they need to do to improve.
- 54 All pupils make good progress and fulfil their potential as they move to the next stage of learning, both within the school and also when transferring to the secondary sector.
- 55 Pupils are highly motivated in their approach to learning. They show a consistent interest in their work and are able to sustain concentration over long periods. They are also able to plan and organise their own work without close supervision. In the Foundation Phase children's capacity to work independently is outstanding.
- 56 The overall behaviour of pupils across the school is outstanding throughout the day. They move around the school in a quiet and orderly manner and are highly attentive in assemblies. Poor behaviour in the classroom is a rare occurrence and any such incident is promptly addressed to avoid disruption to the learning of others. Pupils relate exceptionally well with one another in the playgrounds and during lessons and they are very courteous to adults.
- 57 Attendance, at 94.3 per cent over the previous twelve months, is above the average for primary schools in Wales and almost in line with that of similar schools. The increasing tendency for parents to take their children on holiday during term-time is, however, inhibiting the school in achieving its target of 95 per cent. The punctuality of nearly all pupils is good, with only a very few arriving late on a regular basis.
- 58 The progress that all pupils make in their personal, moral, social and wider development is outstanding. The ethos of the school ensures that pupils develop a natural concern for others and an instinctive awareness of right and wrong. The regular residential trips and other educational visits ensure pupils develop highly attuned social skills.
- 59 Nearly all pupils are keenly aware of the importance of equality of opportunity in modern society and treat each other with great respect as a consequence. There is little evidence within the school's population of the diversity of beliefs and cultures existing within the wider world. However, through links with more ethnically diverse areas of their city and with schools in countries, such as China and South Africa, pupils develop a good understanding and respect for the traditions and beliefs of others.

- 60 Through its close association with local religious and other community groups, the school is preparing its pupils very well for life in the outside world. Its links with the world of work are, however, rather limited. There are some good examples, whereby pupils get an appreciation of types of jobs and what it takes to do them, but their lack of detailed knowledge reflects the fact that there is no planned programme for achieving this across the school.

## The quality of education and training

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

#### Grade 2: Good features and no important shortcomings

61 The findings of the inspection team match the grade awarded by the school for this key question in its self-evaluation report.

62 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
27%	68%	5%	0%	0%

63 This compares very well with the national picture as reported in the Annual Report of HMCI for 2007 to 2008, where nationally, the quality of teaching in primary schools is good or better in 83 per cent of lessons and outstanding in 16 per cent of lessons.

64 In the lessons which have outstanding features, members of staff:

- impart high expectations of pupils' performance and a lively and energetic delivery in the lesson, using a range of strategies to get the best out of pupils;
- plan work that is exciting and challenging;
- give pupils many opportunities to develop the independent learning skills of experimentation and investigation, allowing them to find things out for themselves and promoting lifelong learning.

65 In the majority of lessons where teaching is good, members of staff:

- give clear explanations so that pupils fully understand what they have to do;
- ensure that the pace of the lesson is really good and no learning time is wasted;
- deploy teaching assistants very well to support lessons;
- provide experiences that are interesting and stimulating;
- promote a good level of independent working;
- manage challenging behaviour well, and
- make work more interesting by providing relevant links between subjects.

66 In the very few lessons which have shortcomings, members of staff:

- do not plan for pupils of differing ability levels, so that the progress made by more-able and less able pupils is impaired, and
- do not give clear instructions to pupils.

67 The quality of teaching in the Foundation Phase is good in all areas of learning. All practitioners make significant contributions to children's learning.

- 68 Teachers and learning support assistants in key stage 1 and key stage 2 work very closely together and know pupils very well. Learning support assistants have a clear understanding of their role and are extremely effective in their work. This is an outstanding feature.
- 69 Teachers have adopted the new curriculum (Foundation Phase and Curriculum 2008) extremely well to plan and implement stimulating lessons that engage their learners. Relationships between adults and pupils are exceptional at every level. These aspects contribute most significantly to a positive atmosphere that promotes very effective learning and ensures that pupils have extremely positive attitudes to their work. This is an outstanding feature.
- 70 Overall, planning for lessons is good. The needs of pupils of all abilities and backgrounds are almost always taken into account. Precise learning objectives for lessons are made clear to pupils and are effectively used to guide the progress of lessons. Sessions at the end of each lesson are used extremely efficiently to find out how clearly pupils have grasped the learning objectives. Without exception, teachers make use of this information to make future lesson planning relevant to the needs of pupils, further stimulating progress. Good account is taken of key and basic skills in teaching and learning.
- 71 Teachers are skilled in asking probing questions to challenge pupils' thinking and to find out their views. There are some examples of effective use of ICT, particularly interactive white boards, to stimulate pupils' interest and understanding.
- 72 Where teaching is outstanding, time is utilised well and there is very effective attention to detail and its use to improve standards. Teachers have consistent, firm and fair behaviour management. In lessons, such as music and physical education, opportunities are provided for mutual evaluation and pupils are encouraged to develop and improve their performances. In addition, learning resources are particularly relevant to pupils' needs and the pace of learning is brisk, thorough and fun.
- 73 The school provides a very caring environment where very good relationships are fostered. Equal emphasis is placed on teaching both boys and girls. In almost all lessons appropriate challenge is provided for all pupils whatever their ability.
- 74 Teachers make good use of incidental Welsh in registration and in some lessons. This is a particular strength in the nursery and reception classes, but in the remainder of the school, teaching does not consistently promote pupils' bilingual skills well enough.
- 75 The school has detailed marking policies for each of the core subjects, which are applied effectively in many classes to help pupils make progress in their learning. However, this is not consistently used across the school. Almost all pupils are successfully involved in many classes in making decisions to

evaluate and plan their own progress in their personal and academic development.

- 76 Arrangements to assess pupils' achievement and progress are good with no important shortcomings. In the Foundation Phase, children's progress is carefully monitored in the seven areas of learning and their learning needs sensitively addressed. Teachers and learning support assistants rigorously assess pupils' achievement at several key times each year. This provides a very comprehensive profile for use throughout the early years and for teachers in Year 1 on transition.
- 77 The school fully complies with statutory requirements regarding assessment, including those for learners with SEN.
- 78 The link between assessment and planning is strong and this enables pupils to progress well, building successfully on previous knowledge and skills.
- 79 In both key stage 1 and key stage 2, teachers make good use of a wide range of assessments to match work to pupils' needs and set targets for learners in English and mathematics. Across the school, strategies have been put in place recently to ensure that there are accurate and robust methods to judge the level of pupils' work and make effective use of the outcomes. There are good cross-phase portfolios for year 6 and year 7 in English, science and mathematics and this aids the moderation of the end of key stage 2 assessments.
- 80 Teachers inform parents and carers about their children's progress at parents' evenings and through a short written annual report during the spring term and again at the end of the summer term. The end-of-year reports for pupils are comprehensive, clear and informative. Parents have an opportunity to discuss the written report at a parents' meeting. Parents and carers find the formal and informal information they receive on their children's progress to be most helpful.

**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**

- 81 The findings of the inspection team match the grade awarded by the school for this key question in its self-evaluation report.
- 82 The curriculum meets the needs of all pupils very well, including the needs of the children in the Foundation Phase. The curriculum is equally accessible to all and fully meets statutory requirements
- 83 Across the school the curriculum is very broad and balanced and builds systematically on what pupils already know and can do. This is an outstanding feature. In the Foundation Phase, schemes of work are very

clearly laid out and very systematically develop skills and knowledge in the seven areas of learning. In key stage 1 and key stage 2 new curriculum documentation and learning contexts are being very well developed for Curriculum 2008. These contexts for learning are very imaginatively used to provide learning experiences that promote positive progress in clearly presented plans for lessons. All teachers formally evaluate the impact on learning of their lessons and suitably modify future plans where needed.

- 84 Overall there are good arrangements within the curriculum for pupils to develop their key and basic skills. Learners make independent choices about their learning and are beginning to develop creative, problem -solving and collaborative skills.
- 85 The promotion of pupils' creativity is good and pupils benefit from a range of music tuition by peripatetic teachers.
- 86 A particularly outstanding element in the curriculum is the provision for out-of-school hours and off-site provision which contributes significantly to subject standards and to pupils' social development. All key stage 2 pupils are given the opportunity to participate in a residential trip in each class during the key stage. Many pupils, of all ages and abilities, benefit from the very wide range of clubs and sporting activities. There is a very good gender balance in each club, reflecting good promotion of equal opportunities in the school.
- 87 Visitors to the school significantly enrich pupils' learning experiences. There are several members of the community who regularly enhance pupils' learning with their expertise in a number of fields. They all enrich pupils' academic and personal development.
- 88 Arrangements for promoting personal and social education are outstanding. In addition, the school promotes pupils' personal development, including their spiritual, moral, social and cultural development, in an outstanding way. Circle time is used effectively to develop aspects of personal education. Opportunities occur in many subjects, such as English and history, for pupils to reflect on important issues and feelings. This has a very positive influence on pupils' spiritual awareness and understanding. Teachers successfully encourage positive moral values and there are frequent opportunities for pupils to show kindness and consideration to others. Pupils consider issues that affect the school directly and make decisions on issues raised. They are encouraged to behave as responsible members of their community and of the wider world. The school has recently forged links with a school in Africa which has increased the pupils' understanding of people and communities which are much different from their own.
- 89 Collective worship meets statutory requirements. Assemblies help foster pupils' personal development and recognise their achievements most effectively. Pupils successfully celebrate the culture and faiths of all pupils. All traditions are valued and racial harmony is promoted very well.

- 90 The school makes good use of the environment to provide rich, often exciting experiences, including visits to places of interest in the locality and beyond. The school council is influential in deciding how to support local and national charities and the Eco council encourages all pupils to consider the environment in their day-to-day lives.
- 91 There are good links between the school and other providers and interested parties. Parents have a well-established fundraising profile in the school and there are productive links with local teacher training organisations and other colleges in the area.
- 92 The wider community benefits from the very active role the school plays in it. The school benefits from longstanding relationships with local churches and community sports tournaments and more recently has become involved in environmental projects.
- 93 The school has developed a few interesting links with commercial organisations, which have resulted in pupils visiting, for example, the science laboratory of a healthcare company and becoming involved in an energy project with a power station. However, this is not part of an overall strategy for staff training, through short-term commercial placement, to develop a programme for work-related education across the school. The development of a more structured, whole-school approach to links with industry is already part of the school's three-year development plan.
- 94 The school enthusiastically supports bilingualism within the curriculum. This is most evident in the nursery and the reception classes and in key stage 1. This provision has yet to yield suitable outcomes in standards in key stage 2.
- 95 The school gives good attention to the '*Cwricwlwm Cymreig*' across a wide range of subjects and in a number of teaching contexts.
- 96 All staff, and especially teaching assistants, know the social background of each pupil extremely well and this enables them to identify those who may experience social disadvantages. Savings schemes are set up to help parents pay for residential visits and no pupil is prevented from participating in a school activity for financial reasons. The issue of stereotypical behaviour is successfully addressed and all pupils are encouraged to participate in every activity. It is also supported by the examples set by staff members and visitors to the school.
- 97 The school is making good progress in the promotion of education for sustainable development and global citizenship (ESDGC). It has an enthusiastic Eco-committee which leads a number of recycling initiatives, including the use of water butts, compost bins and even a wormery to service planters growing a range of flowers and vegetables. The importance of saving energy is also stressed and a focus on the use of lighting has reduced electricity consumption over the last year. The availability of the so-called 'secret garden' as an allotment and a wildlife area does much to promote understanding of the natural environment. Although ESDGC is not yet fully

embedded across the curriculum, the school is actively preparing to apply for the prestigious Green Flag Award in the coming academic year.

- 98 Opportunities to develop entrepreneurial skills specifically through enterprise schemes, which involve pupils running mini-enterprises, are limited. However, appropriate skills, such as problem-solving, decision-making and working with others are developed well in many lessons.
- 99 The school gives good attention to the national priorities for lifelong learning and community regeneration. The provision ensures that due attention is given to basic, key and wider key skills. There are also very effective links with the community.

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

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

- 100 The findings of the inspection team match the grade awarded by the school for this key question in its self-evaluation report. There are many outstanding features in the support and guidance the school gives to its pupils.
- 101 The quality of care, support and guidance given to all pupils and the promotion of their personal, social and personal needs are outstanding. The excellent relationships between staff and pupils has created an environment where pupils feel safe and secure. The very positive ethos in the school creates a positive impact on pupils' learning.
- 102 The relationships the school has with parents, carers and other agencies are outstanding. In the lower school staff greet parents and pupils in the morning and parents are given the opportunity to discuss issues with staff as they bring children to school. There is a very high attendance rate for all formal school meetings and staff willingly meet parents for discussion in informal situations. Parents are given good information about the school curriculum and events through regular newsletters and curriculum overviews. The school listens carefully to parents and takes into consideration their views and opinions.
- 103 The outstanding induction programme provided by the school for all pupils enables a smooth transition between the different stages of school life, including moving on to post-year 6 provision. There are positive relationships between the school and Michaelstone Integrated Children's Centre, which support transition very well. All parents are asked for information about their children and invited into school to experience life in the Foundation Phase. Children from the nursery moving in to reception are invited in to the playground to play once a week to ensure a smooth transition. Information between staff is done effectively both on a formal and informal basis.
- 104 Transition from the primary to the secondary sector is outstanding. The outstanding features include a very well structured system of visits by year 6 pupils to the link Church in Wales secondary school and detailed joint planning

of lessons to support transition. In addition, a member of staff from the comprehensive school sits on the governing body of the school.

- 105 The social and emotional aspects of learning programme used in the school provides a structured programme for personal and social education. This is a key feature throughout the school and has a positive impact on the pupils.
- 106 Pupils' success is celebrated in classes and assemblies and they are awarded behaviour certificates on Friday. Successful pupils are honoured to sit with the head teacher for lunch on Friday as a reward for their good behaviour.
- 107 Monitoring of attendance is done well and efficiently by the school clerk.
- 108 The school has good procedures to monitor Health and Safety in the school. The sporting clubs contribute well to the Healthy School initiative, along with the fruit tuck shop, school meals and the focus on healthy eating. The "Secret Garden" has also increased pupil awareness of healthy eating.
- 109 Pupils in the school have a range of responsibilities to support their well-being. Their roles as playground monitors, infant buddies, infant classroom helpers, prefects and school captains support the outstanding ethos of support within the school.
- 110 The school council is well established and plays an effective role in the school. It reflects the views of pupils and they are confident that they are listened to and that they have support from other pupils or adults who would take their concerns seriously and act upon them.
- 111 The head teacher is the identified child protection co-ordinator for 'safeguarding' children. Staff have received training and the school liaises well with social services and other agencies to ensure that pupils are effectively protected. These arrangements meet current national guidelines.
- 112 The provision for SEN is good. The school has a clear policy to address the needs of these pupils. They are well supported in whole-class and individual settings. All pupils are included in all aspects of school life.
- 113 Teaching assistants make highly effective and positive contributions to pupils' learning. They have good knowledge of pupils' needs and support each individual in a positive manner.
- 114 The acting special educational needs co-ordinator (SENCO) ensures that SEN arrangements meet statutory requirements and that they comply fully with the SEN Code of Practice. Pupils are assessed early and this information is used effectively to plan future support and provision. The impact of the support is regularly monitored to ensure that provision meets the needs of the pupils well.

- 115 Individual education plans are clear and well written. The school provides good individual support on a regular basis. This ensures that individual education plans targets are addressed.
- 116 The management of the behaviour of pupils is outstanding. There is a strong ethos of respect within the school which influences all members of the school community. The strong Christian ethos, which permeates every aspect of the school, provides each pupil with a sense of partnership and care for each other. The support systems in place ensure that any behavioural issues are dealt with effectively in a dignified and caring manner. Pupils across the school say they trust the adults and feel safe in the school environment.
- 117 The consistent application of the behaviour policy, alongside the Christian ethos in the school, ensures that there are appropriate systems to deal with bullying. The head teacher and staff respond quickly and efficiently to resolve matters. Parents report that they believe the school is effective in dealing with any incidents that may occur.
- 118 Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. The school has strong links with China and South Africa and celebrates religions of the world alongside Christianity. Equal opportunities are firmly embedded in the ethos of the school. The school is committed to ensuring that all pupils are treated the same. Both girls and boys participate in all sporting events and join in all school activities equally.
- 119 The school has made excellent arrangements to secure the equal treatment of disabled pupils and to welcome disabled visitors to the school. An accessibility plan is in place, which meets the needs of the school.
- 120 The ethos of the school is outstanding. It is based on the very positive relationships which permeate the whole of the school creating an environment which is conducive to learning.

## Leadership and management

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

#### Grade 2: Good features and no important shortcomings

- 121 The findings of the inspection team match the judgement of the grade for this question made by the school in its self-evaluation report.
- 122 The head teacher is a successful leader and manager. She has in a very short period of time drawn up a very clear vision of the school's values, aims, objectives and priorities, which she has successfully communicated to her colleagues, governors and parents. She leads by example.
- 123 The head teacher is very ably assisted by the deputy head teacher who contributes significantly to school life and to aspects of its management.
- 124 In addition to the head and deputy head teacher, the school has dedicated post holders who oversee specific aspects of school life and support effectively the aims of the school. Others have successfully assumed curricular responsibilities. Subject Curriculum Leaders undertake their duties well. The system of two curriculum leaders per subject ensures continuity of provision and professional support.
- 125 The school has explicit aims and values that promote equality for all and these are very successfully transmitted to the pupils themselves. These values are very clearly reflected in the day-to-day work of the school, where pupils of all abilities, whatever their age, sex, ability, linguistic or racial background are treated equally and given the same opportunities.
- 126 Realistic, but ambitious, targets are set as required by statute.
- 127 The school development plan pays good attention to national priorities, including encouraging a healthy lifestyle for pupils and preparing for the continued implementation of the Foundation Phase and the 2008 National Curriculum. The school also gives good attention to developing pupils' learning and thinking skills and to the promotion of sustainability.
- 128 Each member of staff has a suitable job description. Good schemes to support newly or recently qualified teachers are in place as are schemes to support those who share posts. Extremely effective use is made of performance management arrangements to develop members of staff. Staff attend relevant training, which is reflected positively in the materials and methodology used in the classroom. In addition, there are strong personal and professional support mechanisms within the school to ensure continuing professional development.
- 129 The governors are active supporters of the school and its values. They have a good level of knowledge about almost every aspect of the school's life as a

result of formal links with departments, formal and informal links with staff and parents and good monitoring arrangements. They act as critical friends to the head teacher and her colleagues. In addition, they make effective contributions to the school's strategic planning, keep a careful eye on the budget and ensure that the school meets statutory requirements.

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

**Grade 2: Good features and no important shortcomings**

- 130 The findings of the inspection team do not match the grade awarded by the school for this key question in its self-evaluation report. The inspection team awarded a higher grade than the school awarded itself. Although self-evaluation procedures are fairly recent, they are fully embedded, robust and have led to measurable outcomes, including an impact on standards in a short period of time.
- 131 The school actively uses information from the self-evaluation process to plan for improvement. In a short period of time there have been measurable improvements in the standards of physical education, the standard of literary appreciation in specified cohorts of pupils and the quality of transition with the feeder secondary school.
- 132 The school's processes for self-evaluation are good. Sources of evidence used include internal and statutory assessment data, regular evaluations based on formal lesson observation and detailed analysis of pupils' work against subject standards.
- 133 The head teacher and her colleagues have a very good idea of the provision and teaching of the areas for which they are responsible from formal and informal observation and detailed knowledge of each pupil's potential based on regular evaluation. They use the knowledge well both on a day-to-day basis and as a strategic planning tool.
- 134 The school's self-evaluation report is of good quality. It is based on a very detailed whole-school and subject audit. The grades awarded by the inspection team matched those the school awarded itself in six of the seven key questions.
- 135 All staff are actively involved in the evaluation process as are the pupils, governors and parents. The school seeks out and takes good account of the views of pupils, both informally and more formally in the School Council. In addition, parents' views are canvassed and the governing body takes an active part in self-evaluation.
- 136 The school development plan is of good quality and reflects priorities identified since the head teacher arrived in the school. It is an effective tool and it has

both short-term and medium-term targets and objectives. The school also sets challenging quantitative and qualitative targets and priorities.

- 137 The governing body and the head teacher provide enough resources to meet the school's priorities and objectives. Their strategies have ensured a good level of staffing and outstanding training opportunities.
- 138 The school has responded well to all of the key issues identified in the previous report. Standards in physical education have improved throughout the school, and this improvement has been significant in key stage 1. The role of curriculum leaders has been strengthened and pupils now have a greater role in setting their own targets.

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

#### **Grade 2: Good features and no important shortcomings**

- 139 The findings of the inspection team match the grade awarded by the school for this key question in its self-evaluation report.
- 140 The school has a sufficient number of appropriately qualified teaching staff to teach all aspects of the curriculum effectively. As part of its workforce remodelling, the school has endeavoured to ensure a qualified teacher, normally the deputy head teacher, covers teachers' non class-contact time. This ensures that pupils' learning is not adversely affected. Workforce remodelling has been successful in providing support for teachers and reducing their administrative burden.
- 141 Arrangements for performance management are in place and have been most useful in indicating areas where staff need professional development in order to further whole-school objectives. The school has suitable arrangements to ensure that staff have the requisite non-contact time and this has led to effective subject planning for the Foundation Phase, for Curriculum 2008 and to the monitoring of subject provision.
- 142 A team of well-qualified and organised teaching assistants provides support in the classroom. They work very closely with teachers in the planning and teaching of lessons and in the monitoring of pupils' progress. They, along with the non-teaching support staff, make a significant contribution to pupils' education and the smooth running of the school.
- 143 The school has a good range of learning materials across nearly all subjects. In particular, it has a sufficient number of good quality books, both fiction and non-fiction. Reference books are stored on shelves in the main corridor and are readily available and there are collections of books in classrooms and communal areas outside. The computer suite is small with an insufficient number of computers to meet the needs of a whole class. The computers located in the classrooms do not satisfactorily address this shortage. Lack of

access to computers is a significant factor in the lower standards for ICT in key stage 1 than in key stage 2.

- 144 The school buildings are in a good state of repair and the whole site is exceptionally clean and tidy, which is of great credit to pupils and staff. As was reported at the last inspection, the classrooms are small for the number of pupils they contain. However, ingenious use of the communal and outside areas enables the school to overcome this successfully. The facilities in the outside areas are of a high standard and, in the Foundation Phase, outstanding. The school does not have a playing field, but negotiations are underway with the local authority for the use of a nearby piece of land. The school also makes good use of the sports-hall of a neighbouring secondary school.
- 145 Economic, efficient and effective use is made of available resources. Teachers and assistants are well deployed and imaginative and effective ways have been found to overcome shortcomings in the size of classrooms.
- 146 There are outstandingly effective procedures to develop staff. These include school-based procedures and effective use of the resources of the county advisory team, as well as external courses in continuous professional development.
- 147 The school development plan clearly indicates priorities for spending and future areas of development are clearly indicated in another forward planning document. Governors maintain a very close overview of the spending plans of the school, which reflect well the priorities in the school development plan. The use of resources is kept under regular review and close scrutiny.
- 148 The school provides good value for money due to the standards achieved, the good quality of the teaching, the outstanding curricular provision and support mechanisms and the efficient and effective management and leadership.

## Standards achieved in subjects and areas of learning

### Under 5s

#### Grade 1: Good with outstanding features

- 149 The overall quality of the educational provision for the under fives is appropriate to their needs and the children are making good progress towards the foundation phase outcomes.

#### Personal and social development, well-being and cultural diversity

#### Grade 1: Good with outstanding features

##### Outstanding features

- 150 Nearly all children make excellent progress in their personal and social development, well-being and cultural diversity. The vast majority are very well motivated and display very good levels of concentration on their chosen activities both indoors and out. They remain on task, show real enjoyment and become absorbed in what they are doing even when there is no direct adult supervision. They are curious and keen to engage in new experiences. They find 'awe and wonder' in the simplest of things and these are displayed beautifully in a home school booklet.

##### Good features

- 151 Most children are developing good levels of independence. They behave extremely well in their activities throughout the day. The majority dress and undress independently in preparation for exercise and they listen intently to instructions. They display an excellent understanding of the rules and expectations for behaviour. When engaged in physical activities in the hall, they respond promptly and appropriately to instructions and move safely.
- 152 They understand the need to share and take turns and co-operate with one another increasingly well. They work and play harmoniously together. They are beginning to be aware of different cultures and beliefs through their study of festivals. They reverently use the prayer corner in the classroom and are starting to think and write their own prayers.
- 153 Children respond thoughtfully to stories that help them express and reflect on their own and others' feelings and experiences. Most children articulate the difference between right and wrong and give simple examples of good and bad behaviour.

##### Shortcomings

- 154 There are no important shortcomings.

## **Language, literacy and communication skills**

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

#### **Outstanding features**

- 155 Children's communication skills develop very well by the end of the reception class. Most children listen very attentively, they express themselves and their feelings very freely, respond appropriately to instructions and talk in complete sentences. They display enormous confidence in their speaking and listening skills whilst working with their 'Talking Partners' and transfer these skills whilst speaking within their group and to the whole class.
- 156 The vast majority listen intently to songs and rhymes, confidently memorising and repeating them.
- 157 During a 'treasure hunt' around the school, all nursery children speak extremely confidently and ask relevant questions. They spontaneously point out their observations to other children and adults. Most use a wide range of prepositions in order to find the treasure.
- 158 At the end of the day children confidently and independently tick their favourite activities to tell their parents what they've done.

#### **Good features**

- 159 All nursery children are beginning to understand the purpose of print and show an interest in books. They enjoy discussing their weekend books. Children in reception handle books correctly, enjoy talking about the pictures, particularly in their class books and are developing a good knowledge of letters and their related sounds. More-able children read simple, familiar texts confidently, using a range of strategies including picture cues, phonics, word recognition and contextual understanding. They describe the main story settings, events and principal characters.
- 160 Almost all the children in the reception class are keen to engage visitors in conversation and talk about what they are doing. Most children use a suitable vocabulary that is associated with the term's topic and in particular when observing and handling the new class mini beasts — African Land Snails.
- 161 In groups children of all ages take turns in sharing some of the activities they have done over the weekend. They develop careful listening skills and respond well.
- 162 All children experiment successfully with mark making, both indoors and out, using a wide variety of implements and make good progress in understanding the purpose of writing. They often write spontaneously during their role-play activities, for example, in the 'Pirate Corner' and the 'Ugly Bug Café'. A few older children write simple sentences about their experiences and they communicate effectively, using recognisable letters and words.

#### **Shortcomings**

- 163 There are no important shortcomings.

## **Mathematical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 164 Throughout the Foundation Phase, children make good progress in using mathematics in their day-to-day activities and use correct mathematical terms. They develop their number skills well and confidently solve problems.
- 165 All the nursery children develop a good understanding of number. They recall a good range of number songs and rhymes, using actions and appropriate fingers to count. Most select pictures and objects appropriately and repeat actions confidently. The vast majority reinforce their number skills in their daily activities through counting and matching patterns and shapes.
- 166 Most children recognise numbers from 0—10 and count from 10 backwards. They are able to compare two quantities and recognise that certain numbers have personal meaning to themselves.
- 167 They talk effectively with practitioners and confidently use appropriate apparatus. They confidently sort objects, giving sensible reasons for doing this. Most use a wide range of materials well and they enjoy playing various games to reinforce their understanding of number and mathematical vocabulary. They all recognise well-known 2D shapes from verbal descriptions.
- 168 All children in the reception class understand and record numbers to 20, using practical activities well. Most children can count from 50 to 100. They begin to add and subtract numbers of objects accurately using various apparatus and they record their answers successfully. They gain confidence with the vocabulary of shape, space and measures and use it meaningfully in real-life contexts. Children construct and interpret simple graphs. The more-able children accurately tell the time. They create increasingly complex sequential patterns.

#### **Shortcomings**

- 169 There are no important shortcomings.

## **Welsh language development**

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

#### **Outstanding features**

- 170 All Foundation Phase children progress extremely well in their knowledge and understanding of the Welsh language.
- 171 All the nursery children respond very well to daily greetings in Welsh and display cheerful responses to praise. All children know and use the primary

colours in Welsh and know the names of a variety of vehicles. They confidently count up to 15 in the language.

- 172 They begin to follow stories read to them and respond very well in a verbal or non-verbal way.
- 173 Children in the reception class take part in simple exchanges and give sensible answers. They are able to follow simple instructions. They have an excellent recall of common songs and increasingly want to join in with songs and nursery rhymes. They look at books with or without an adult and show an interest in their content. They recognise and know the Welsh names of a number of familiar animals.
- 174 Their reading skills in Welsh develop steadily when they read words or labels around the classroom.

### **Good features**

- 175 The youngest children listen to and engage with songs and finger rhymes, such as 'Bore Da' and 'Hwyl fawr ffrindiau' enthusiastically. They respond well when asked about their feelings and confidently refer to the display board.
- 176 Older children build well on this knowledge and extend their repertoire of songs and rhymes. They use Welsh with increasing confidence. They have a good recall of new vocabulary and the pronunciation of the majority is good.
- 177 Pupils extend their sentence patterns well. They listen to and use the language throughout the day, for example when discussing the weather.

### **Shortcomings**

- 178 There are no important shortcomings.

## **Knowledge and understanding of the world**

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

#### **Outstanding features**

- 179 Nearly all children make excellent progress in their knowledge and understanding of the world and they show exemplary enthusiasm and curiosity about the world around them.
- 180 All nursery children notice the differences between features of the local environment. They develop a sense of direction and begin to understand the purpose of buildings. Most children recognise certain features displayed on maps. They recognise the difference between something that looks old and something that looks new. They successfully make their own pirate map, drawing the features and making them look old by crumpling and staining. They visit the museum in St Fagans and by considering the different materials used to build the homes begin to understand the ways of life at different times in the past.

- 181 All reception children use directional language confidently when giving directions to a small programmable toy. They discuss very sensibly in pairs and groups the alternative choices available.
- 182 With support, reception children use a digital camera to take pictures of the buildings and grounds in the area immediately outside their own classroom. They transfer these images to the computer.

### **Good features**

- 183 Nursery children visit Cardiff Bay and compare the past and the present. They consider the different types of transport they used on their journey there.
- 184 All participate successfully in a wide range of practical activities. They make banana cakes from basic ingredients and fruit kebabs. They select appropriate adjectives to describe their colour, taste and texture.
- 185 All develop their information and technology skills well. They know and understand that devices can be given instructions. They use simple programs confidently.
- 186 All develop a very good understanding of the essential features of successful growth in plants and animals. They plant vegetables and bulbs and gather their crops ready for harvest time. They can name the parts of the body.
- 187 In snack time discussions children gain a very good understanding of healthy and unhealthy foods.
- 188 All children in the reception class make very good progress in observing the differences between animals and plants, different animals and different plants in order to group them. They know the names and uses of the main external parts of the body. They effectively learn about the senses that humans and other animals have and use to enable them to be aware of the world around them.
- 189 All children in the reception class begin to develop an understanding of places further afield. They have a growing awareness of important events and characters from the past and talk confidently about their own 'Time Lines' of their lives so far. They use appropriate language when discussing the change in the seasons.
- 190 All understand and can explain clearly the purpose of a map. They confidently use and make simple maps and plans and assemble and disassemble construction toys confidently.
- 191 Almost all switch on computers to access programmes, navigate with a mouse and confidently use a wide range of programmes for different purposes. They use a graphics package to draw pictures of vehicles. Most children have a good understanding of ICT vocabulary. They confidently use the interactive whiteboard.

## **Physical development**

### **Grade 2: Good features and no important shortcomings**

#### **Good features**

- 192 Throughout the Foundation Phase all children make good progress in developing their physical skills.
- 193 All nursery children enjoy exploring their indoor and outdoor learning environments. They develop a good awareness of the need to be healthy and they control their body movements well, moving with good control and co-ordination appropriate to their age. They move freely around the hall responding well to rhythm and music by means of gesture and movement. They experiment successfully with different ways of moving. They are able to develop these skills throughout the year in the covered outside areas. They use a wide range of small and large apparatus confidently, showing a good awareness of space. They confidently run, hop and jump on and off outdoor apparatus. All children enjoy using large wheeled toys and display concern for other children when using them.
- 194 All children in the reception class progress with their skills and create good movements in dance and gymnastics activities. They listen to instructions carefully, know that exercise is good for them and understand that their heart beats quicker during exercise. Most children begin to put movements together to create a simple sequence. The majority of children use paint brushes and scissors with good control and they demonstrate sufficient control when using pencils and crayons to include detail in their work, for example in their observational drawings.

#### **Shortcomings**

- 195 There are no important shortcomings.

## **Creative development**

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

#### **Outstanding features**

- 196 Most children develop their creative skills very well and respond positively to a wide range of activities. They explore and develop their ideas and take pride in the finished product. They use the outdoor environment extremely well developing large weavings, painting on large paper and making a large collage of mini-beasts.
- 197 Older children use a microscope and magnifying glasses successfully to examine the spiral patterns on snails and use this knowledge to mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas of spirals.

### **Good features**

- 198 Children of all ages successfully use found materials to make telescopes, vehicles and treasure chests.
- 199 Children of all ages mix colours successfully and use a wide range of materials and equipment. Their drawings and portraits, following close observation, include growing attention to detail.
- 200 Most children make good progress in developing their musical skills. Younger children use percussion instruments effectively and are able to respond positively to fast, slow, loud and quiet sounds. They name a variety of instruments. They sing songs and rhymes in English and in Welsh, with clear diction and appropriate actions.
- 201 Older children sing sweetly and rhythmically. They sensibly use percussion instruments and keep time with a steady beat.
- 202 All children relish many opportunities to engage in imaginative play. Most children play independently and imaginatively in the designated areas linked to the half-termly topics, both inside and outside the classrooms.

### **Shortcomings**

- 203 There are no important shortcomings.

<b>English</b>
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**Key Stage 1 - Grade 2: Good features and no important shortcomings**

**Key Stage 2 - Grade 2: Good features and no important shortcomings**

### **Good features**

- 204 Throughout both key stages, almost all pupils of all abilities respond well orally. Nearly all pupils discuss their ideas, favourite and least favourite things maturely and there is a clear development in their vocabulary, phrases and extended syntax as they move through school. By year 5 and year 6, nearly all pupils across the range of ability can respond sensibly, providing extended, spontaneous comments in high quality language.
- 205 The standards of nearly all pupils in reading aloud are good. All read a broad range of books for their age, including fiction and also factual books. All boys and girls, show an interest and perseverance in reading. Key stage 1 pupils develop an awareness of the key features of books, such as blurb and cover. At key stage 2, the majority of pupils discuss characters and express sensible opinions on the books they read, with the most able cross-referencing to similar or different books. All pupils, including key stage 1 pupils, make good use of their reading skills to gather information from books and other sources. By year 6 pupils' information-gathering skills develop well and their ability to select relevant information.

- 206 Pupils, both boys and girls, and across the range of ability, produce a broad and varied range of written work for different purposes. The range of writing of year 2 pupils is very wide, varied and extensive for their age. This writing becomes more sophisticated as pupils progress through the school. Individual pupils, in Year 6 in particular, have a flair for imaginative story writing.
- 207 Pupils' skills in the use of punctuation and paragraphs are good in key stage 1 and develop more evidently in key stage 2 where most pupils succeed in varying their sentences to create different effects. By year 5 and year 6, they compose stories and descriptions. They compose interesting letters, scripts and poems and understand the writing conventions of each one, for example how scripts and letters are laid out. Nearly without exception, older pupils' work is very extended and carefully structured, and year 5 and year 6 pupils especially use high quality language in an appropriate written style.
- 208 The standard of handwriting is good at both key stages with significant improvement in shape and consistency of size from year 1 to year 2 and continued refinement at key stage 2.

### **Shortcomings**

- 209 There are no important shortcomings, but there are minor spelling errors in the work of a small number of older pupils.

## **Information and communications technology**

### **Key stage 1: Grade 3: Good features outweigh shortcomings**

### **Key stage 2: Grade 2: Good features and no important shortcomings**

#### **Good features**

- 210 In key stage 1, younger pupils develop a number of basic skills competently, such as executing commands and using the mouse and pointer, whilst using basic number and language programs.
- 211 Most key stage 1 pupils use a graphics package well to draw and create pictures linked with their half-termly topic, 'The Lighthouse Keeper's Lunch'.
- 212 Older pupils in key stage 1 use a simple word-processing program to write their names; they change the colour and font successfully.
- 213 Older key stage 1 pupils confidently use a modelling program to create a route in order to find an imaginary whale. In addition, they use a simple music package to imaginatively compose a piece of music and evaluate the musical phrases in their groups.
- 214 Almost all key stage 2 pupils regularly use the internet to find out information that is relevant for their contexts for learning. They plan their tasks and combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. They gain confidence in

using a range of ICT resources and equipment when working both independently and collaboratively.

- 215 All year 4 pupils improve their skills in their word-processed writing, for example by using a range of fonts, colours and styles of text whilst writing poetry and successfully creating slide shows.
- 216 All year 5 pupils have a very good knowledge of Windows software. They confidently use a multi-media package to import pictures, customise motion and add text, sound and music, for example when creating interesting presentations of their residential visit to Atlantic College.
- 217 Year 5 and year 6 pupils create databases about their own personal information. Almost all collect, enter and save the data and answer simple questions. They think very carefully about the questions they ask and produce the answers effectively. They represent different kinds of information well in the form of a spreadsheet and graph.
- 218 Y6 pupils use a graphical modelling program, to explore visual patterns and relationships. Most pupils successfully change parameters to explore their effects. All can create simple procedures and more-able pupils create a procedure within a procedure.

### **Shortcomings**

- 219 Many pupils in key stage 1 make limited progress in word-processing skills.
- 220 Many key stage 1 pupils' use of data-handling packages to create and interpret graphs is underdeveloped.

## **History**

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

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

### **Good features**

- 221 Across both key stages pupils develop a good awareness and understanding of chronology.
- 222 In key stage 1, almost all younger pupils identify old pictures and give reasons for their decision using contextual clues such as clothes, hairstyles and transport. They understand a simple story line and gather basic information from a range of identified sources, such as books and the computer. They make good observations about the pictures and comment on differences between then and now.
- 223 All older pupils in key stage 1 observe a range of historical objects, such as flat irons and cameras, and deduce their age and explain their use. They recognise old objects and match them to new. They start to complete a more detailed family tree.

- 224 All younger pupils in key stage 2 study the Romans and made information booklets about clothing and different aspects of life in Roman times. They develop a good understanding of life in Wales during the Celtic Age and are aware of materials used to construct Celtic roundhouses. They successfully compare life in Roman times and now.
- 225 In key stage 2 pupils study ordinance survey maps of Penarth in the past and at present. They deduce that some features have stayed the same while others have changed since 1915. They look at photographs to research historical aspects. They plan a historical enquiry based on previous learning and search for information, using a wide range of resources. They carefully select appropriate information and compile information on castles. They recall facts from visits to local castles, such as Castell Coch, to support their work.
- 226 All older pupils in key stage 2 create and present clear presentations based on information they learn about World War 2. They research subjects such as children being evacuated to the country and give reasoned accounts as to why this was necessary. They deliver well-informed presentations of aspects they study to year 4 pupils and answer questions from a sound knowledge base.

### **Shortcomings**

- 227 There are no important shortcomings.

## **Music**

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

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

### **Good features**

- 228 In key stage 1 almost all pupils sing notes and identify low, medium and high notes using contextual clues well for support and recall. They recognise a marching tune and march well to music. Pupils identify a range of instruments, including tuned and un-tuned instruments well. They arrange chime bars to create a suitable song. All pupils play a simple pattern on a percussion instrument in time to a steady beat.
- 229 Younger pupils in key stage 2 begin to analyse what makes a good singing game and successfully create two new verses. Most pupils create a piece of music that is not too complicated to perform.
- 230 By year 4 pupils can explain texture and dynamics. They understand a steady beat and can count when to start singing collectively to a rhythm. They understand and respond well to musical terms such as 'ositato'. All pupils in small groups create a good quality tune using layers of sound and a variety of musical instruments.
- 231 Most older pupils in key stage 2 use a wider range of musical instruments to create a piece of music with increasing complexity. They identify changes in pitch and timing and they sing a two-part song.

- 232 Across the whole school in assembly and the choir singing is a particular strength. Pupils support their singing by playing a wide range of instruments with obvious enjoyment. The high standards achieved by the choir has enabled them to participate in concerts in the St David's Hall and the Millennium Centre in Cardiff.

### **Shortcomings**

- 233 There are no important shortcomings.

## **Physical education**

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

### **Key stage 2: Grade 2: Good and no important shortcomings**

#### **Outstanding features**

- 234 In key stage 1, in gymnastics, all pupils have outstanding awareness of shape and tension; they perform a very wide variety of moves and nearly all can create a fluid combination of movements, which they create independently.
- 235 In key stage 1, in adventure activities, almost all pupils choose the most suitable for crossing from land to sea out of three possibilities they have devised themselves; the ablest give good reasons for the choice. Almost all pupils devise very imaginative solutions requiring a wide range of physical skills.

#### **Good features**

- 236 At both key stages, almost all pupils work physically hard both indoors and outdoors and all pupils describe the most common effects of exercise on the body.
- 237 Nearly all pupils in both key stages land in a controlled fashion from a bench and change directions in gymnastics movement.
- 238 At both key stages a majority of pupils evaluate their actions and those of others well. Nearly all year 5 and year 6 pupils specify the actions needed to improve their performance both in dance and gymnastics.
- 239 In key stage 2, in dance, all pupils successfully revise previously devised sequences of steps in time to music with their partners. When working in larger groups all pupils plan a series of steps in response to creating a group car shape; about half the groups devise steps which are imaginative and physically demanding, displaying a wide range of choregraphical design
- 240 In key stage 2, in orienteering, nearly all year 5 and year 6 pupils set the map and follow the location of moving objects. A majority plan a route successfully in order to reach a series of goals.

#### **Shortcomings**

- 241 Although there are no important shortcomings, in key stage 2 a majority of pupils find co-ordination in pairs more achievable than when working in larger groups.

## School's response to the inspection

We are pleased that this report recognises the high standards of teaching and learning in St. Fagans Church in Wales Primary School, together with the richness and variety in the experiences offered to the pupils. "Pupils are highly motivated in their approach to learning" is a good reflection of the learning environment. We are particularly pleased that the report recognises the outstanding quality of care, support and guidance provided for pupils by all staff to ensure the well being of pupils, enabling them to make good progress in their academic, social and personal development. Further outstanding features highlighted in the report include pupils' behaviour and attitudes, relationships within the school community and the school ethos. "The strong Christian ethos which permeates through every aspect of the school provides each pupil with a sense of partnership and care for each other."

We are also pleased that the report recognises the impact of recent developments, particularly in response to the new curriculum and self-evaluation. Also, the quality of the new management team and governing body. The report recognises the outstanding standards in education for pupils in Nursery and Reception and also that staff, throughout the school, work very effectively as a team to enhance pupil learning.

An action plan will be put in place to address the recommendations in the report. We look forward to sharing the outstanding practice which exists in the school. Raising standards in bilingualism and ICT and developing work related initiatives are aspects that we believe we can confidently address. A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will detail the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	St Fagans C.I.W. Primary School
School type	Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Drope Road, Michaelston super Ely, Cardiff
Postcode	CF5 4SZ
Telephone number	02920 670569

Head Teacher	Mrs Alison Price
Date of appointment	September 2008
Chair of governors/ Appropriate authority	Mr Matthew Bowen
Registered inspector	Gareth Wyn Roberts
Dates of inspection	30 June-3 July 2009

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	15	30	22	30	30	30	29	30	216

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	6	10.4

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21.4:1
Pupil: adult (fte) ratio in nursery classes	7.3:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	28.7
Teacher (fte): class ratio	1:20.7

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	91.2	95.8	93.9
Autumn 2008	93.6	91.6	95.1
Spring 2009	94.2	91.5	93.7

Percentage of pupils entitled to free school meals	4%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

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

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		30		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	0	6.7	73.3	20.0
		National	0.2	3.5	13.8	63.0	19.4
En: reading	Teacher assessment	School	0	3.3	6.7	70.0	20.0
		National	0.2	4.1	14.9	55.2	25.5
En: writing	Teacher assessment	School	0	0	6.7	80.0	13.3
		National	0.2	4.8	15.9	67.8	11.3
En: speaking and listening	Teacher assessment	School	0	0	6.7	73.3	20.0
		National	0.2	2.4	10.7	62.8	23.8
Mathematics	Teacher assessment	School	0	0	6.7	70.0	23.3
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0	0	0	76.6	23.3
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	93.3%	In Wales	80.7%

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

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

National Curriculum Assessment KS2 Results 2008			Number of pupils in Y6		28						
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	3.6	46.4	50.0
		National	0.2	0.1		0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School									
		National									
Mathematics	Teacher assessment	School	0	0	0	0	0	3.6	10.7	32.1	53.6
		National	0.2	0.1		0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	3.6	35.7	60.7
		National	0.2	0.1		0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by teacher assessment		by test	
In the school	82.1%	In the school	N/A
In Wales	75.5%	In Wales	N/A

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

## Appendix 4

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

Five inspectors (including the school nominee) spent the equivalent of 11 inspection days at the school and met as a team before beginning the inspection. The inspection itself lasted three and a half days. A peer assessor was also present during the whole of the inspection.

These inspectors visited:

- 44 lessons or parts of sessions;
- registration sessions, assemblies and collective worship, and
- a range of extra-curricular activities.

Members of the inspection team held meetings with:

- staff, governors and parents before the inspection;
- senior managers, teachers and support and administrative staff, and
- the school council.

The team also considered:

- the school's self-evaluation report;
- pupils' attitudes and behaviour;
- five letters or notes with 51 responses to the parents' questionnaire;
- a response by the local authority;
- documents provided by the school before and during the inspection;
- a wide range of pupils' previous and current work, and
- samples of pupils' reports.

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

## Appendix 5

### Composition and responsibilities of the inspection team

<b>Team member</b>	<b>Responsibilities</b>
Mr Gareth Wyn Roberts, Registered Inspector	Context, key questions 1, 5, 6, 7 appendix, English and physical education
Mr Ted Tipper, Lay Inspector	Contributing to key questions 1, 3, 4 and 7
Mrs Helen Smith, Team Inspector	Key questions 2, 3, Foundation Phase, ICT
Mrs Iorylle Aubrey, Team Inspector	Key question 4, History and music
Mrs Alison Price, Head Teacher and School Nominee	Contributing to inspection meetings and providing information about the school,
Mrs Jane Wareham, Peer Assessor	Lesson observations, talking to pupils and attendance at meetings

### The contractor for this inspection was:

Evenlode Education Ltd.,  
Little Garth,  
St John's Close,  
Hawarden,  
Flintshire  
CH5 3QJ

### Acknowledgement

The inspection team would like to thank the governors, staff and pupils of St Fagans CIW Primary, Cardiff, for their co-operation during the inspection.