



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

A report on

**Windsor Clive Primary School
Grand Avenue
Ely
Cardiff
CF5 4HX**

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by

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

About Windsor Clive Primary School

Windsor Clive Primary School is in Ely in the city of Cardiff. It provides education for 488 pupils aged from 3 to 11 years, including those who attend the nursery part-time. There are 12 single-age classes at the school, two part-time nursery classes and three mixed-age classes.

The three-year average for pupils eligible for free school meals is around 52%, which is well above the Wales average of 19%. The school has identified approximately 46% of pupils as having additional learning needs, which is much higher than the Welsh average of around 21%.

The majority of pupils are of white British heritage. Around 20% of pupils speak English as an additional language. No pupils speak Welsh as their first language. A very few pupils are in the care of the local authority.

The school was last inspected in January 2010. The headteacher took up her post in September 2008.

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

Summary

Leaders and staff at Windsor Clive Primary provide pupils with a very supportive and inclusive environment, which contributes greatly to pupils' personal development. This helps most pupils to make good progress from their starting points during their time at the school. Staff track their progress carefully to ensure that the school meets their needs effectively. Most pupils know how to improve their work and they engage well with the range of tasks and extra-curricular activities that the school offers. Most grow in confidence and develop positive attitudes towards their learning, taking great pride in their work and their school. However, attendance rates are not as high as they could be.

Leaders encourage staff to share their practice and to work together effectively and in innovative ways to maintain high standards. The school offers beneficial support and guidance to parents and encourages them to support their child's learning. Teachers and support staff create a calm and welcoming environment where they encouraged all pupils to do their best.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Raise standards in ICT across the curriculum
- R2 Develop the governing body so that it provides suitable support and challenge to school leadership
- R3 Improve attendance

What happens next

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

Main findings

Standards: Good

Most pupils enter the school with skills that are average or below for their age. During their time at school, they develop as confident speakers and, in the foundation phase, nearly all pupils follow instructions and talk about their work well. For example, older pupils in the foundation phase explain how they get to their answers in mathematics, or tell adults what they can do to improve their work. Most listen attentively and talk about what they have heard. They enjoy listening to stories and look forward excitedly to hearing the next part. In key stage 2, nearly all pupils listen purposefully and make interesting contributions to class discussion. Most pupils contribute their ideas enthusiastically in groups of three to discuss a text or to solve a problem.

Most pupils in the foundation phase make good progress with their reading skills. They begin to choose favourite books and discuss the story, predicting what might happen. Many use appropriate expression in their reading and use pictures, the context of the text and their knowledge of letter sounds to work out unfamiliar words. In key stage 2, most pupils enjoy reading and have developed their own preferences for authors or types of texts. Most skim and scan effectively to find specific information in texts and show good understanding of what they have read. In lessons, they read purposefully and analyse the features of a text to describe the effect it has on the reader, such as when they debate a report on the arguments for and against building a motorway near to the school.

Nearly all pupils develop good writing skills. The youngest pupils enjoy making marks and learning to write their names. By Year 2, most write reasonably long pieces describing their news or retelling a story. As they move through the school, older pupils write for a suitable range of purposes and take great pride in editing their work to make it as good as they can. Most produce extended pieces using interesting vocabulary and phrases to engage the reader. For example they write a newspaper report linked to their topic or write in response to reading 'The Snow Leopard' and compare the positive characteristics of the leopard in the story with those of someone they know.

Most pupils make good progress in their mathematical skills, building successfully on their previous learning. Younger pupils in the foundation phase have a good awareness of number and count forward to 20 confidently. In Year 1, many pupils are confident with numbers up to 100 and can measure objects using non-standard units. Many pupils in Year 2 have a good understanding of basic place value and use standard units to measure capacity. In key stage 2, most pupils use their number skills well in science and topic work to record tables and to create graphs. For example, in Year 6, pupils use their numeracy skills to investigate which plane will fly the furthest. Nearly all pupils are able to record data simply in the form of a bar graph or tally chart. However, further progression in data handling skills is limited.

Across the school, most pupils develop reasonable skills in information and communication technology (ICT) and use these suitably to support their learning.

For instance, in the foundation phase, pupils use tablet computers confidently to record their activities using photographs, videos and sound. Key stage 2 pupils use a suitable range of programs and applications to enhance their learning. For example, after reading the book 'George's Marvellous Medicine,' they use a formula to work out the cost of the medicine and produce a spreadsheet to record results. However, pupils do not use databases enough or use ICT to communicate with others.

Pupils make good progress in learning Welsh. In the foundation phase, nearly all pupils enjoy singing in Welsh. Most respond to simple greetings and instructions and use the language they have learned to describe the weather. At the end of key stage 2, most pupils can ask and answer simple questions about their families and their likes and dislikes.

Most pupils' reading skills in Welsh develop effectively, with younger pupils able to read topic words, and familiar phrases. By the end of key stage 2, most pupils are skilful at reading simple Welsh texts. They can translate and extract information and can read their own work.

By the end of the foundation phase, most pupils can write simple sentences in Welsh with the use of a word bank. Many older pupils in key stage 2 are able to write a simple script based on familiar language, using correct sentence structure. A minority of pupils are skilful at drawing on a wider vocabulary, varying sentence and language patterns to extend their writing.

Many pupils who are eligible for free school meals make good progress from their starting points and achieve well by the time they leave the school. Many pupils who speak little or no English when they join the school also make strong progress overall.

Wellbeing and attitudes to learning: Good

Most pupils are proud of their school and greet adults and other pupils confidently and respectfully. They are keen to share their work and successes with visitors. There are good working relationships between pupils and staff, based on mutual respect. Most pupils feel safe and know whom they can go to if they need help. They understand the need to stay safe, including online. Most pupils behave well and demonstrate kindness and respect for each other in classrooms and outside at playtimes and lunchtimes. They reflect sensibly on how what they do affects others.

Most pupils work well in lessons and show positive levels of engagement and collaborative skills. For example, they work in trios to help each other when they are stuck. They settle down to work quickly and work purposefully as they carry out tasks individually, in pairs or in groups. Many pupils concentrate on their tasks for extended periods and work well independently.

Across the school, most pupils are increasingly resilient when encountering challenges. Most persevere with their tasks and know how to improve their work by making changes based on advice from other pupils or the teacher.

Pupils in the school government group contribute successfully to the work of the whole school. For example, the education ministry group co-ordinates weekly attendance updates and awards, while the health ministry have organised fundraising for children's mental health week.

Most pupils have a very good understanding of the importance of healthy eating and drinking and participating in physical activities. Around half of the pupils take part in the extensive range of curricular and extra-curricular activities to improve their health and fitness.

There is a range of suitable strategies in place to improve attendance and the proportion of pupils who are persistently absent has declined greatly over the last four years. However, the school has remained in the lower 50% for attendance when compared with similar schools over the same period.

Teaching and learning experiences: Good

All teachers plan lessons that build well on what pupils have already learnt and they take account of their pupils' interests. As a result, lessons include a range of stimulating activities, which motivate most pupils well and support them to make good progress in their learning. Overall, teaching is good. All staff develop positive relationships with pupils and encourage them to do their best. However, teachers do not always provide enough challenge for more able pupils in lessons.

Teachers and teaching assistants know their pupils very well. Most teachers have high expectations for pupils' behaviour and they manage lessons calmly and effectively. Nearly all teachers give pupils effective feedback about their work. They assess pupils' work accurately and make good use of their assessments to set targets for pupils to improve. Opportunities for pupils to undertake their own assessment throughout the school are very effective and ensure that pupils understand what they need to do to get better. They help pupils to identify the strengths and next steps through the use of 'purple polish pens'. This process begins in the foundation phase and becomes more sophisticated as pupils move through the school. Staff encourage older pupils to make detailed evaluations of their success in writing, which has raised standards and is a strength of the school.

Teachers in the foundation phase use support staff effectively to lead exciting group activities. Teachers make imaginative use of the learning environment to develop pupils' literacy, numeracy and creative skills. However, activities that support outdoor learning are less well developed. Across the foundation phase, teachers provide good opportunities for independent learning. They take into account the interests of pupils when planning their lessons. For example, pupils enjoy writing invitations to a royal wedding and planning a celebration. However, there is an over-reliance on the use of worksheets in topic books.

Overall, teachers in key stage 2 plan stimulating lessons for their classes, and ensure that learning moves forward at a suitable pace. They create opportunities for pupils to work independently, in pairs and groups. They often use purposeful contexts to bring learning to life. For example, older pupils work in teams to find out how much it will cost to go on the summer trip. Pupils in the nurture class learn useful skills by saving money to buy items in their shop. The curriculum for these pupils is wide-ranging and engages all pupils effectively to meet their needs.

In key stage 2, teachers plan systematically for pupils to develop their oracy, reading, writing and numeracy skills. Pupils have interesting opportunities to use and apply these skills in their topic work. For example, in Year 6, pupils plan an enterprise project effectively and track costs by keeping accurate accounts. The school provides effective provision for the development of Welsh language skills in lessons and throughout the school day.

The school's curriculum provides a range of valuable experiences for pupils to support the curriculum. Teachers plan appropriate opportunities for pupils to visit places of interest around Wales linked to their topic work, such as Caerleon Roman Museum and Cardiff Castle. Pupils have the opportunity to express themselves through art, such as when they produce detailed drawings of buildings and create self-portraits linked to their topic work.

There are useful opportunities for pupils to develop skills linked to real-life situations. For example, younger pupils write a letter to a character in a story and get a reply and older pupils develop oracy skills when taking on the role of an interviewer and using technology to film their interviews. Pupils also use their ICT skills well to improve their reading such as when they undertake research on topics such as the Gunpowder Plot. However, opportunities to use a wide range of ICT skills are limited.

Care, support and guidance: Good

The school is an inclusive and nurturing community. Staff monitor pupils' wellbeing thoroughly and, as a result, ensure that many pupils receive outstanding emotional support. In the nurture class, knowledgeable staff are highly effective in involving families in activities such as cooking and crafts. This approach encourages most pupils in the class to engage effectively with their learning and to integrate successfully with other classes. There are highly effective arrangements to enable pupils to transfer back to their year group when appropriate.

The school's arrangements for tracking and monitoring pupils' learning are comprehensive. Staff work well together to review the termly targets for individual pupils and, where progress is below expectations, teachers identify pupils who might benefit from further support. The wide and valuable range of interventions for pupils, for example phonics and numeracy catch-up programmes, ensure that nearly all pupils make strong progress towards their targets.

Pupils with additional learning needs have effective individual education plans. Plans are specific and measurable, and pupils and parents contribute purposefully to setting and reviewing pupils' individual targets.

The school provides beneficial opportunities for pupils to learn about the importance of making healthy lifestyle choices and has appropriate arrangements to promote healthy eating and drinking. Pupils have the opportunity to participate in a valuable range of after-school clubs, such as netball and football. A coding club, use of digital leaders and e-safety presentations ensure that most pupils know how to keep themselves safe online.

Nearly all pupils take part in worthwhile educational trips and visits to local places of interest. They participate in athletics festivals and the Children's Dance Festival at St David's Hall. The school arranges valuable residential visits to an outdoor activity centre for older pupils, where pupils experience challenging adventurous activities, which promote their confidence and self-esteem.

The school provides purposeful opportunities, through the school government groups, for pupils of all ages and abilities to hold 'ministerial' roles and develop their leadership skills. For example, the government groups are having a positive impact on upgrading school toilets and have a phase two plan for further improvements.

Schools assemblies and acts of collective worship are purposeful. They develop most pupils' attitudes, values and tolerance well, and help to promote individuals' understanding of their roles as global citizens. Quiet reflection time during acts of worship encourages many pupils to think carefully about the impact their actions have on themselves and on others. The school embraces diversity and celebrates the languages spoken in the school by using 'word of the month' successfully to promote cultural understanding. This contributes to most pupils being proud of their diverse community. Most pupils feel safe at school due to purposeful procedures for promoting equality and dealing with incidents of bullying or harassment. Arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school uses electronic communication systems efficiently to keep parents informed about school events and training opportunities, such as the 'Safeguarding Course for Parents' and invitations to termly class events and performances. Informative annual reports to parents celebrate each pupil's progress and identify clear individual targets or areas for further development.

Leadership and management: Good

Leaders have developed a vision for the school that focuses firmly on the individual progress and wellbeing of every child. The school has shared this vision widely and all staff contribute to ensuring that pupils receive high levels of support within a nurturing environment to help them make the most of their time at school.

All staff understand their roles and responsibilities. There are effective arrangements to manage their performance. All staff have worked in groups within the school to improve aspects of teaching, such as the introductions and plenaries in lessons. Approaches to staff development are often innovative and provide all staff with purposeful opportunities to develop their skills and knowledge. For example, teachers have worked with staff from other schools to consider strategies to help pupils to know how to improve their work effectively. Staff have used video technology to share their practice and to identify strengths and areas for development in teaching. The school has started to use the outcomes of research to inform their school improvement activities. They have begun to review the school's aims in readiness for the new curriculum for Wales in line with national priorities.

Leaders identify suitable training opportunities for staff. These link to school priorities and to the outcomes stemming from observing lessons well. The school has a forensic approach to evaluating pupil progress and senior leaders meet regularly with

teachers to check that pupils are not falling behind. These meetings have ensured an individual approach to meeting every child's needs and to engaging and supporting families. Senior leaders prioritise this detailed work and they address any underperformance quickly to maintain the improvements made over recent years, such as in reading and writing.

The school uses the substantial pupil development grant effectively to improve outcomes for relevant pupils and families. The family engagement officer works with parents to help them to support their child and runs purposeful workshops for parents, for example on first aid and managing children's behaviour. The school offers a counselling service and a nurture provision to help improve outcomes for vulnerable pupils. There are effective interventions to support progress in literacy and numeracy.

The school has suitable processes to evaluate its own effectiveness and to plan for improvement. It uses a wide range of first-hand information to identify its strengths and areas for improvement.

Senior leaders and governors ensure there are enough staff and resources to meet the needs of pupils, but a high level of reserves has accumulated over recent years. Pupils have enough equipment to support their learning. Displays of pupils' work are attractive and there are inviting spaces both inside and outside the school, though certain parts are in a poor state of decoration. There are well-developed plans to improve the outdoor environment further to bring all areas into regular use.

Governors are supportive of the school. Several have joined the governing body or taken on new roles relatively recently. They appreciate the information provided to them by leaders. They fulfil most of their statutory responsibilities well and a few governors have recently undertaken training to support their roles. However, the role of governors in providing suitable support and challenge to the school leadership is underdeveloped.

Copies of the report

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

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

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

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

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