

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

**A report on the quality of education in**

**Ninian Park Primary School  
Virgil Street, Cardiff  
CF11 8TF**

**School number: 6812101**

**Date of inspection: 12/10/09**

**by**

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**Date of publication: 14/12/09**

**Under Estyn contract number: 1109409**

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## Introduction

Ninian Park 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 Ninian Park Primary School took place between 12/10/09 and 15/10/09. An independent team of inspectors, led by Stephen Dennett 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.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions	<b>Half/around half</b>	close to 50%
<b>Most</b>	90% or more	<b>A minority</b>	below 40%
<b>Many</b>	70% or more	<b>Few</b>	below 20%
<b>A majority</b>	over 60%	<b>Very few</b>	less than 10%

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 Ninian Park Primary School is located in an inner city area west of the centre of Cardiff. It shares the same site with Tan Y Eos Welsh School. The social and economic backgrounds of pupils are relatively disadvantaged. Around 55% of pupils are eligible for free school meals, which is above the local authority (LA) and national averages.
- 2 The school provides education for pupils aged three to eleven. Around 26% of the pupils have been identified as having additional learning needs (ALN) and less than 1% of pupils have statements of special educational need (SEN). Around 89% of pupils speak English as an additional language (mainly Bengali, Arabic, Somali, Henko and Urdu) but no pupils speak Welsh as a first language. One pupil is 'looked after' by the LA.
- 3 At the time of the inspection, there were 360 pupils on the school's roll, with an additional 73 children in the nursery (36.5 full-time equivalent). The number of pupils on roll has risen since the school was last inspected in March 2004. The present headteacher took up her post in September 1996.

### The school's priorities and targets

- 4 The school's mission statement says 'the governors and staff are working together to develop Ninian Park Primary School as an inclusive learning community through the provision of a stimulating environment for all children that promotes quality of learning within a caring school'. There are suitable aims which reflect a commitment to high standards, life-long learning and pupils' personal development. Current priorities are:
  - develop assessment for learning principles across the whole school;
  - develop the roles of the senior leadership team in improving the quality of teaching, learning and assessment;
  - develop a comprehensive and systematic monitoring and evaluation programme to support raising of standards;
  - continue a whole school curriculum review through the work of the phase and school improvement teams;
  - continue to develop a relevant curriculum that meets the needs of all pupils;
  - improve the quality of communication skills;
  - improve the quality of provision and standards in mathematics; and
  - improve provision and standards in physical education and school sports.

## Summary

- 5 Ninian Park Primary School's provision for the care, support and well-being of its pupils is good. Its contribution to cultural diversity and equality of opportunity is strong. Teachers, support staff and the school's leadership have successfully created an environment where pupils feel secure and happy. The school's induction programme, especially for those who do not speak English, is outstanding.

### Table of grades awarded

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

- 6 During the time of the inspection, pupils' achievement in subjects inspected in 56 lessons were as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	34%	9%	0%

- 7 Pupils' achievement in lessons is well below the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. It is also well below the percentage of lessons (12%) in which pupils' achievement is grade 1.
- 8 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can be put right. The quality of teaching in the Foundation Phase is variable. Overall, good features outweigh shortcomings. In most classes the school provides a wide variety of activities that motivate children and are clearly linked to the Foundation Phase outcomes.
- 9 In the 2009 teacher assessments at the end of Year 2 and Year 6, the school was in the lowest 25% compared with schools with a similar number of pupils eligible for free school meals. Compared with all primary schools in Wales, the school was also in the lowest 25%. The overall trend at key stage 1 is downwards. This is

due to the increasing numbers of pupils with little or no English joining the school at this stage. Standards at key stage 2 have improved over the last two years. There is no significant difference in the performance of boys and girls.

- 10 For many pupils, English is their second or third language and around a third of pupils join the school with little or no English. Added to this, there is a high pupil mobility rate, with a significant minority of pupils coming from asylum seeking or refugee families. All these factors have a detrimental effect on the overall performance of pupils at both key stages in national assessment, which are measured against age-related expectations<sup>1</sup>.

### Grades for pupils' achievement in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	3	3
Science	2	2
Information and communications technology	2	2
History	3	3
Geography	3	3
Art and design	2	2

- 11 The education provided by the school meets the needs of pupils appropriately. Standards are close to age-related expectations at the end of Year 6 and pupils make satisfactory progress in relation to their starting points and capabilities. As a result, their achievement is satisfactory. Many achieve agreed learning goals.
- 12 Pupils' ICT and numeracy skills are good. Their communications skills are more variable. Pupils' listening and reading skills are satisfactory, but their speaking and writing skills are underdeveloped. Their Welsh language skills are also underdeveloped, particularly at key stage 2. Their independent learning and problem-solving skills are satisfactory. Pupils' creative skills are good throughout the school.
- 13 Pupils' attitudes to their work have good features that outweigh shortcomings. Behaviour is generally good. The average attendance rates for the past three terms is 89.5%. These rates are significantly below national rates of attendance because of extended 'heritage visits' and a small group of pupils whose attendance is very irregular.
- 14 Pupils' spiritual, moral and cultural development is satisfactory. Their awareness of equality issues and cultural diversity is good. Pupils are appropriately prepared for participation in the community and for the next phase of their education, although their poor writing skills are currently a barrier to effective participation in the workplace.

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<sup>1</sup> Age-related expectations: for Year 2 – level 2, Year 4 – level 3, Year 6 – level 4

## The quality of education and training

### Grades for teaching

15 The quality of teaching in the 56 lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	34%	9%	0%

- 16 The quality of teaching in the lessons observed is well below the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is also well below the percentage of lessons (16%) where teaching is grade 1.
- 17 Teaching throughout the school has good features that outweigh shortcomings. The good features of teaching include the good promotion of racial harmony and diversity, effective behaviour management, very good relationships between all staff and the pupils, and good questioning skills. Teaching Assistants (TAs) are effective in their roles and make a valuable contribution to the quality of teaching and learning.
- 18 Where teaching has shortcomings, the pace of lessons is too slow and there is too much direction by teachers, which restricts pupils' independent learning skills. Welsh language skills are not taught consistently throughout the school.
- 19 The quality of assessment is good and meets statutory requirements. Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Annual reports to parents are good and meet statutory requirements.
- 20 The school provides pupils with access to a broad curriculum. The school is committed to raising standards in the basic skills of literacy and numeracy and has received the Basic Skills Quality Mark for the second time. The school is committed to ensuring that all pupils have equal access to all school activities regardless of background and circumstance.
- 21 Overall, the school provision for the development of pupils' Welsh language skills is underdeveloped, especially at key stage 2. *Y Cwricwlwm Cymreig* is promoted appropriately through the curriculum and is displayed in some areas of the school.
- 22 The schools' provision for the promotion of pupils' personal development, including moral, social and cultural development has good features which outweigh shortcomings. Collective worship is of a broadly Christian nature and meets statutory requirements.
- 23 The school enjoys good partnerships with parents, schools, colleges and the local community. Most parents are supportive of the school and express satisfaction with the aims and values that the school promotes. The school enjoys positive partnerships with other schools in the locality and with the main receiving secondary school in particular. The school's partnership with the local community

is successful and staff take full advantage of all that the locality has to offer to extend pupils' learning experiences.

- 24 The school successfully promotes pupils' awareness of the 'world of work', and the vocational aspect of the personal and social education (PSE) programme is well addressed by teachers. The school has developed a good working relationship with the Education Business Partnership (EBP) and many teachers have undertaken relevant business and industrial placements that have contributed to professional development.
- 25 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are good, and pupils make progress regardless of their ability, gender, race or backgrounds.
- 26 The provision for education for sustainable development and global citizenship and the efforts made by the school to act in a sustainable way are good and fully embedded in the life and work of the school.
- 27 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development.
- 28 The quality of care, support and guidance provided by the school is consistently good. The school works in full and productive partnership with a wide range of agencies and support services to ensure children's needs are carefully assessed and provided for.
- 29 The school works diligently to ensure parents feel confident to express their views and opinions and to recognise that those views will be well considered and taken into account. Pupils are also given good opportunities to express their views and do so confidently through the school council.
- 30 Good procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and extra help from the local authority is sought if necessary.
- 31 The school has clear policies and procedures to promote the health, safety, and well-being of pupils. The school is successful in promoting healthy eating and a healthy lifestyle. Pupils also have access to a range of sporting and physical activities which contribute to their well-being.
- 32 The school has appropriate measures to promote the protection of children. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
- 33 The large number of pupils with ALN are supported very well by the school. Good provision is made by the experienced special needs co-ordinator (SENCo),

support teacher and four teaching assistants to support pupils with SEN in literacy and numeracy.

- 34 School policies and procedures effectively promote racial equality, gender equality and challenge stereotypes. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. Pupils value and respect the contribution of others regardless of their ability, gender, race or background.

### **Leadership and management**

- 35 The headteacher leads the school well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. The headteacher is supported well by the deputy headteacher and other managers. The recently formed school improvement teams are still in the process of developing their roles and have not yet had sufficient opportunities to monitor standards, teaching and learning.
- 36 Performance management is conducted appropriately and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. There is good liaison with the ethnic minority achievement service (EMAS) team, so that training for their staff is well co-ordinated with the school's training programme. However, the monitoring of teaching and learning is not sufficiently well developed to inform the school about teachers' professional development needs. As a result, there are some inconsistencies in the quality of teaching and learning, especially in the Foundation Phase.
- 37 The governing body is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. However, governors do not monitor the provision of the school sufficiently and this leaves too much of the management responsibility on the school's professional leadership. The school does not meet the legal requirements for disability legislation.
- 38 The process of gathering information about the performance of the school is not well established. Teaching and non teaching staff have little input into the process of self-evaluation.
- 39 The school's self-evaluation document is well organised, and clearly set out. It is well constructed and clearly indicates where the school has strengths and areas for improvement.
- 40 The school self-evaluation process, school improvement plan (SIP) and performance management arrangement are appropriately linked. However, insufficient attention is given to reviewing the success of the SIP and in monitoring the school's performance against previously agreed criteria.
- 41 The inspection team agrees with the school's identification of its main strengths and areas for improvement. The inspection team also agrees with four out of the

seven judgements made by the school in its self-evaluation of the seven key questions.

- 42 The school has made satisfactory progress overall in addressing the key issues raised by the last inspection. It has made good progress in addressing the issues relating to information and communications technology (ICT) and ensuring that the school meets the requirements for collective worship. Satisfactory progress has been made in the use of marking and aspects of history of geography. Further work is needed in improving pupils' writing, the monitoring of the school's work and planning for key skills.
- 43 There are sufficient appropriately qualified and experienced teachers to meet the demands of the National Curriculum (NC) and for the ages of pupils taught. TAs, learning support assistants and EMAS staff are deployed effectively in all year groups, and make a valuable contribution to pupils' learning.
- 44 The school has adequate resources to match the needs and varying abilities of the pupils. Nearly all of the accommodation provides a suitable range of facilities for teaching and learning.
- 45 Financial management is good and the school is likely to meet its financial commitments this year. Priorities are set by the headteacher and the governing body finance committee. All available resources are effectively managed so that the school provides satisfactory value for money.

## **Recommendations**

- 46 In order to raise standards further and improve provision, the school needs to:
  - R1 Continue to raise standards in English and the key skill of writing. \*
  - R2 Further improve pupils' Welsh language skills, particularly at key stage 2.
  - R3 Improve the monitoring of standards, teaching and learning by school improvement teams and the monitoring of provision by the governing body. \*
  - R4 Ensure the school meets legal requirements by completing the school disability equality scheme.
  - R4 Seek further ways to improve attendance. \*

\* The school has already identified aspects of this recommendation in its improvement plan.

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 3: Good features outweigh shortcomings

- 47 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 48 In the 2009 teacher assessments at the end of Year 2, 61.5% of pupils attained the expected level 2 in English. In mathematics, 82.7% attained level 2 and in science, 86.5%. In all three core subjects (the core subject indicator), 57.7% of pupils attained at least level 2. This places the school in the lowest 25% compared with schools with a similar number of pupils eligible for free school meals. Compared with all primary schools in Wales, the school was also in the lowest 25%.
- 49 In the 2009 teacher assessments at the end of Year 6, 69.2% of pupils attained the expected level 4 in English. In mathematics, 71.8% attained level 4 and in science, 74.4%. In the core subject indicator, 66.7% of pupils achieved level 4, which places the school in the lowest 25% compared with similar schools. Compared with all primary schools in Wales, the school also is in the lowest 25%.
- 50 The overall trend at key stage 1 is downwards. This is due to the increasing numbers of pupils with little or no English joining the school at this stage. Standards at key stage 2 have improved over the last two years. There is no significant difference in the performance of boys and girls.
- 51 For many pupils, English is their second or third language and around a third of pupils join the school with little or no English. Added to this, there is a high pupil mobility rate, with a significant minority of pupils coming from asylum seeking or refugee families. All these factors have a detrimental effect on the overall performance of pupils in national assessment, which are measured against age-related expectations<sup>2</sup>.
- 52 The school has set realistic and challenging targets in English, mathematics and science for 2010. In 2009 the school exceeded its targets in all core subjects at key stage 2, but missed its targets at key stage 1. This was due to the transient nature of the school's intake and the high numbers of pupils who arrive in Year 2 who have little or no English.

#### Grades for pupils' achievement in subjects inspected

Inspection Area	Key Stage 1	Key Stage 2
English	3	3
Science	2	2
Information and communications technology	2	2
History	3	3
Geography	3	3
Art and design	2	2

<sup>2</sup> Age-related expectations: for Year 2 – level 2, Year 4 – level 3, Year 6 – level 4

- 53 During the time of the inspection, pupils' achievement in subjects inspected in 56 lessons were as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
0%	57%	34%	9%	0%

- 54 Pupils' achievement in lessons is well below than the national average reported in Her Majesty's Chief Inspector's (HMCI) report for 2007/08 which indicated that standards are grade 1 or 2 in 84% of lessons in primary schools in Wales. It is also well below the percentage of lessons (12%) in which pupils' achievement is grade 1.
- 55 The educational provision for the under-fives has some weaknesses, but there is evidence that these weaknesses can be put right. In most classes the school provides a wide variety of activities that motivate children and are clearly linked to the Foundation Phase outcomes.
- 56 The education provided by the school meets the needs of pupils appropriately. Standards are close to age-related expectations at the end of Year 6 and pupils make satisfactory progress in relation to their starting points and capabilities in key stage 2. As a result, their achievement is satisfactory. Many achieve agreed learning goals. The progress made by pupils between 2005 and 2009 was good.
- 57 Pupils' ICT and numeracy skills are good. Their communications skills are more variable. Pupils' listening and reading skills are satisfactory, but their speaking and writing skills are underdeveloped. Their Welsh language skills are also underdeveloped, particularly at key stage 2. However, pupils bilingual skills are good overall, as a majority of pupils speak at least one other language in addition to English and Welsh, and a minority speak at least four languages including English and Welsh. Their independent learning and problem-solving skills are satisfactory. Pupils' creative skills are good throughout the school.
- 58 Pupils' attitudes to their work have good features that outweigh shortcomings. In both key stages many are enthusiastic learners who enjoy their work. The behaviour of most pupils is good and pupils are polite, friendly and respectful. However, a small group of mainly boys in lower key stage 2 have poor social skills and this has a detrimental effect on both their behaviour and attitudes to learning.
- 59 The average attendance rates for the past three terms is 89.5%. These rates are significantly below national rates of attendance for pupils of primary school age and also below attendance rates for schools that have a similar number of pupils entitled to receive free school meals.
- 60 Much of the absence is caused by a few pupils who have a high level of absence. A minority of other pupils also have their progress impeded because of sporadic absence throughout the school year. A significant proportion of the school's population is transient, and extended heritage visits also disrupt the continuity of the formal education of a few pupils. Most pupils are punctual and keen to attend school but a few pupils consistently arrive late for the start of the school day.

- 61 Pupils' spiritual, moral and cultural development is satisfactory overall, although cultural development is good. They respond appropriately in assemblies they reflect on important issues in life responsibly. Pupils' social skills are developing appropriately and older pupils take responsibility for a range of tasks around the school, such as monitors, house captains and playground 'buddies'.
- 62 The role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is not yet fully developed across the school. This is an important shortcoming.
- 63 Pupils' awareness of equality issues and cultural diversity is good. During the inspection, several pupils said that they think that the school takes good account of their cultural and religious backgrounds and that teachers treat all pupils fairly.
- 64 Pupils said they felt appropriately prepared for participation in the community and for the next phase of their education although their poor writing skills are currently a barrier to effective participation in the workplace.

## The quality of education and training

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

#### Grade 3: Good features outweigh shortcomings

- 65 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 66 The quality of teaching in the 56 lessons seen is as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
0%	57%	34%	9%	0%

- 67 The quality of teaching in the lessons observed is well below the national average reported in HMCI's report for 2007/08 which indicates that teaching is grade 1 or 2 in 83% of lessons in primary school in Wales. It is also well below the percentage of lessons (16%) where teaching is grade 1.
- 68 The teaching of children in the Foundation Phase is satisfactory. Teachers, support staff and volunteers work effectively as a team to provide a wide range of purposeful learning tasks for nursery and reception children. This ensures that learning is usually well focused on the development of communication, language and personal and social skills development. However, provision in reception is imbalanced with only some children receiving good quality opportunities.
- 69 The good features of teaching in key stages 1 and 2 include:
- the good promotion of racial harmony and diversity;
  - good intervention techniques by teachers as pupils work on their tasks;
  - effective behaviour management which has a good effect on pupils' learning;

- very good relationships between all staff and the pupils;
  - good questioning skills; and
  - the good use of resources.
- 70 Where teaching has shortcomings, the pace of lessons is too slow and there is too much direction by teachers, which restricts pupils' independent learning skills. Noise levels are sometimes too high. At the lower end of the school, methods used are often inappropriate to the age level of the children. Welsh language skills are not taught consistently throughout the school.
- 71 Teachers are good role models. The quality of the working relationship between them and pupils is good and based on fairness and mutual respect. In turn, this promotes motivation and learning effectively. Teachers generally have high expectations and pupils' efforts are frequently praised. High priority is given to the promotion of equal opportunities.
- 72 Teachers, generally have a good knowledge and understanding of the subjects they teach and are aware of recent curriculum initiatives and developments. Lesson plans are not concise in clearly stating what pupils will learn. A minority of lesson planning is more succinct in taking account of the needs of individual pupils, including those with EAL.
- 73 Teaching Assistants (TAs) are effective in their roles and make a valuable contribution to the quality of teaching and learning. The majority are capable and knowledgeable and make a significant contribution to pupils' achievements and personal well-being.
- 74 The quality of assessment is good and meets statutory requirements. Assessment for the Foundation Phase is good and the results from baseline assessment are used effectively to guide and support children's needs. In both key stages, the school has employed a number of systems to use as diagnostic and analytic tools.
- 75 Assessment is regularly undertaken in order to track the progress pupils make and in the best examples it effectively informs the next steps in teaching and learning. Pupils' progress is assessed regularly throughout the academic year through the use of teachers' assessments, a range of appropriate standardised tests and day-to-day procedures. There are appropriate arrangements, based on standardisation and moderation, to strengthen teachers' assessments at all key stages.
- 76 Teachers monitor pupils' academic performance appropriately, but the role of pupils in taking more responsibility for their own learning, in setting their own targets and understanding and planning their own progress is not yet fully developed across the school.
- 77 Annual reports to parents are good and meet statutory requirements. They give a very positive and detailed picture of pupils' progress in all subjects, as well as comments on social and personal development. All reports have a section for the parents to make a comment.

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

**Grade 3: Good features outweigh shortcomings**

- 78 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. The school felt that there were no important shortcomings in this key question, where as the team judged that, although good features outweighed shortcomings, nonetheless, the shortcomings were sufficiently important to warrant a grade 3.
- 79 The school provides pupils with access to a broad curriculum which complies with the legal requirements of the National Curriculum (NC) and the locally agreed syllabus for religious education. The school has appropriate policies and schemes of work for NC subjects, religious education and for the Foundation Phase, although the quality of schemes of work is variable. An important shortcoming is the lack of coherent whole school planning for learning skills as identified in the Skills Framework.
- 80 The school is committed to raising standards in the basic skills of literacy and numeracy and has received the Basic Skills Quality Mark for the second time. Regular family literacy and numeracy activities are used to enhance the basic skills of pupils and their families.
- 81 Overall, the school provision for the development of pupils' Welsh language skills in the Foundation Phase and key stage 1 has good features which outweigh shortcomings. However, in key stage 2 provision for Welsh language skills is inconsistent and does not develop pupils' Welsh language consistently as they move through the school.
- 82 *Y Cwricwlwm Cymreig* is promoted appropriately through the curriculum and is displayed in some areas of the school. It is enhanced by visits to sites of local interest and creative workshops conducted by visiting artists, poets and writers. Good provision for the development of pupils' bilingual skills means that many quickly become fluent in English and their home language.
- 83 The schools' provision for the promotion of pupils' personal development, including moral, social and cultural development has good features which outweigh shortcomings. Members of staff are good role models and most pupils work co-operatively. Pupils assume responsibility through their membership of the school council and eco committee and their role as school ambassadors and playground buddies. Collective worship is of a broadly Christian nature and meets statutory requirements. Most of the assemblies observed included a story, a song and a prayer. However, pupils' social skills are poorly developed in Years 3 and 4 and a minority find it difficult to relate to others or work co-operatively.
- 84 The school enjoys good partnerships with parents, schools, colleges and the local community. These partnerships enrich the life and work of the school and enhance pupils' learning experiences.

- 85 Most parents are supportive of the school and express satisfaction with the aims and values that the school promotes. The quality of information provided by the school is good, particularly when children are starting school. Parents are kept well informed of curriculum developments, have regular opportunities to discuss their children's work and progress with staff, and receive regular newsletters about the life and work of the school. A constructive home/school agreement is in place that has readily been accepted by many parents.
- 86 The school enjoys positive partnerships with other schools in the locality and with the main receiving secondary school in particular. Pastoral, administrative and curriculum liaison is well established and there is a well-focused transition plan in place which contributes to the continuity and progression of pupils' education as they move to secondary school.
- 87 The school has established productive partnerships with several institutes of higher education and provides training facilities for student teachers and students undertaking vocational qualifications. Students are carefully mentored and supported by staff, and they make a positive contribution to the life of the school.
- 88 The school's partnership with the local community is successful and staff take full advantage of all that the locality and the extended City of Cardiff have to offer to extend pupils' learning experiences. The school and its various activities are well supported by the local community.
- 89 The school is committed to ensuring that all pupils have equal access to all school activities regardless of background and circumstance. This is evident in the good provision provided by bilingual support staff and EMAS teachers for the high numbers of pupils and their families who speak EAL. Good levels of support are offered to pupils, especially in the Foundation Phase and key stage 1. Bilingual support staff are used to form effective links with parents and offer language support classes in the school.
- 90 Pupil discussions confirm that a good range of extra curricular activities are equally accessible to all pupils. They appreciate the large number of clubs provided. Pupils are given opportunities to visit many places of interest to support various areas of learning. Pupil skills and knowledge are also enhanced by visiting artists and designers, local clergy and community police officers.
- 91 The school successfully promotes pupils' awareness of the 'world of work', and the vocational aspect of the personal and social education (PSE) programme is well addressed by teachers. Through their educational visits and in discussion with personnel from a range of professions and occupations, pupils are gaining a good understanding different working environments and the variety of work undertaken in their area and further afield.
- 92 The school has developed a good working relationship with the Education Business Partnership (EBP) and many teachers have undertaken relevant business and industrial placements that have contributed to professional development and enhanced curricular provision for pupils. The school is justly proud of receiving the 2008 EBP award for teacher placements.

- 93 The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are good, and pupils make progress regardless of their ability, gender, race or backgrounds.
- 94 The provision for education for sustainable development and global citizenship and the efforts made by the school to act in a sustainable way are good and fully embedded in the life and work of the school. As part of the eco schools award scheme the school has received the European Green Flag in recognition of its commitment to conservation and the environment.
- 95 Pupils are involved in re-cycling and composting schemes, understand the problems of litter and pollution, and the necessity of energy and water conservation. The school has been very successful in reducing its consumption of energy, and the whole school acts positively to promote the eco code of 'reduce, re-use and recycle'.
- 96 The school makes good provision for the development of pupils' entrepreneurial skills and pupils have regular opportunities to engage in enterprise activities, which provide the foundations of the skills needed to support economic development.
- 97 The school is committed to the national priorities for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club and the good range of after-school activities are valued by families. Priorities such as social inclusion and the promotion of strong links between primary and secondary school are well reflected in the school's life and work.

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

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

- 98 The findings of the inspection team match the judgement made by the school in its self evaluation report.
- 99 The quality of care, support and guidance provided by the school is consistently good. The headteacher and staff know pupils well and effective procedures are in place to monitor and support pupils' progress, development and well-being.
- 100 The school works in full and productive partnership with a wide range of agencies and support services to ensure children's needs are carefully assessed and provided for. This multi-disciplinary approach is particularly beneficial for children in challenging and vulnerable circumstances.
- 101 The school works diligently to ensure parents feel confident to express their views and opinions and to recognise that those views will be well considered and taken into account. Pupils are also given good opportunities to express their views and do so confidently through the school council.

- 102 The school council is a good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils of different ages to work together and contribute to decision making. Councillors undertake their responsibilities seriously and feel they can make a real difference to their school.
- 103 The induction procedures for pupils entering the school are outstanding and tailored to accommodate the specific needs of the individual child and their family.
- 104 Good procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and extra help from the local authority is sought if necessary.
- 105 The school enjoys a very productive partnership with the education welfare officer (EWO). Regular meetings contribute to the successful monitoring of attendance and punctuality. Individual pupils with attendance problems are identified, contact is made with parents at an early stage, and other welfare agencies are involved when necessary. The school complies with behaviour, attendance and inclusion requirements set out in *National Assembly for Wales (NAW) Circular 47/06, Inclusion and Pupil Support*.
- 106 The school has clear policies and procedures to promote the health, safety, and well-being of pupils, including risk assessment, which are monitored and implemented consistently by the caretaker, staff and the governing body. Pupils are supervised well and clear procedures are in place to deal with any accidents and emergencies.
- 107 As part of the *Welsh Network of Healthy Schools*, the school is successful in promoting healthy eating and a healthy lifestyle. Pupils also have access to a range of sporting and physical activities which contribute to their well being.
- 108 The school has appropriate measures to promote the protection of children. The headteacher and special needs co-ordinator (SENCo) have designated responsibility for child protection procedures and there is a nominated governor for child protection issues. National child protection guidelines are followed, training is regularly updated and all adults in the school are made aware of the correct procedures to be followed.
- 109 The school effectively diagnoses individual learning needs and pupils are provided with good quality individual education plans (IEPs) which are well used to target and monitor progress. Early intervention and identification of pupil need is used effectively to support pupils with learning and behavioural problems. Good links have been established with relevant outside agencies including health visitors and the education psychologist.
- 110 The large number of pupils with ALN are very well supported by the school through specialist teaching using specific programmes. Good provision is made by the experienced SENCo, support teacher and four teaching assistants to support pupils with SEN in literacy and numeracy. Standardised tests and teacher

assessment demonstrate that these interventions allow pupils with SEN to make good progress against prior attainment.

- 111 Good attempts are made to involve parents in the support process. Recent innovations have included an invitation to an open meeting with the SENCo and support teacher. A presentation included the introduction of more 'child-friendly' IEPs written in a simple format that could easily be understood by pupils and adults with limited English language skills. The development of boys' literacy skills is encouraged through the involvement of fathers.
- 112 The school has an agreed behaviour policy and procedures to support pupils with behaviour problems. In nearly all classes, teachers manage behaviour effectively although occasionally in lower key stage 2 the behaviour of a minority of pupils impedes learning. Good examples of behaviour management are seen in some classes where pupils are encouraged to 'manage their distractions'. Individual behaviour plans are used to provide pupils and their families with targets and evidence of progress.
- 113 The quality of provision for equal opportunities is good and pupils have equal access to the curriculum and other facilities within the school.
- 114 The school recognises the different social, ethnic, educational and linguistic backgrounds of pupils and takes this into account when delivering support and guidance. 'Looked after' children and those children who are learning EAL receive well focused support and are making appropriate progress.
- 115 School policies and procedures effectively promote racial equality, gender equality and challenge stereotypes. Diversity is recognised, respected and celebrated throughout the school. This is an outstanding feature. Pupils value and respect the contribution of others regardless of their ability, gender, race or background.
- 116 The school makes good efforts to ensure disabled pupils and pupils with on-going medical conditions are not treated any less favourably than other pupils, and a clear accessibility plan is in place. However, the school has not yet formulated a disability equality scheme which meets statutory requirements. The school is on two levels and there is no lift to the upper floor.
- 117 There are effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. Such incidents are infrequent and the school functions well as a supportive, inclusive community.

## **Leadership and management**

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

**Grade 3: Good features outweigh shortcomings**

- 118 The findings of the inspection team match the judgement made by the school in its self-evaluation report.

- 119 The headteacher leads the school well. She has a clear sense of purpose and direction which is effectively communicated to all staff and the governing body. Staff are aware of the school's aims and values and are committed to promoting them in their work and through personal example. This commitment is evident in all aspects of the life of the school.
- 120 The school's commitment to equality of opportunity is demonstrated in the good progress made by pupils with EAL and the way in which pupils from different ethnic backgrounds are rapidly accepted into the life of the school. There is a strong emphasis on promoting a strong multicultural community, which is appreciated by pupils and parents.
- 121 The headteacher is supported well by the deputy headteacher and other managers. The recently formed school improvement teams are still in the process of developing their roles and have not yet had sufficient opportunities to monitor standards, teaching and learning. Although there has been some good analysis of data and pupils' work, managers are not sufficiently well informed about how well aspects of the curriculum are being taught across the school. There is, for example, some considerable variation in the extent to which Welsh language skills are being developed and how effectively teachers are implementing 'assessment for learning' techniques.
- 122 The school has set realistic goals for improvement, taking into account the school's context. It exceeded its targets at key stage 2 in 2009. However, it is not always successful in reaching its goals, as it did not reach its targets in key stage 1.
- 123 The school takes appropriate account of national priorities. An action plan is in place for the progressive development of the Foundation Phase and the revised curriculum and good progress is being made implementing these initiatives. The school has been successful in implementing healthy schools, global citizenship and sustainable development. However, the implementation of the Welsh language scheme has been less successful.
- 124 Performance management is conducted appropriately and teachers' targets reflect both the school's priorities and the professional development needs and interests of the individual. There is good liaison with the EMAS team, so that training for their staff is well co-coordinated with the school's training programme. However, the monitoring of teaching and learning is not sufficiently well developed to inform the school about teachers' professional development needs. As a result, there are some inconsistencies in the quality of teaching and learning, especially in the Foundation Phase.
- 125 The governing body is supportive of the headteacher and staff. Governors are proud of the school and are committed to school improvement. However, governors do not monitor the provision of the school sufficiently and this leaves too much of the management responsibility on the school's professional leadership. Governors are not sufficiently well informed by first hand evidence to be able to contribute effectively to the school's self-evaluation process or the school improvement plan.

126 The school does not meet the legal requirements for disability legislation, as there is no statement on disability in the prospectus or a disability equality scheme. The disability policy is still in draft form and has not been ratified by the governing body.

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

**Grade 3: Good features outweigh shortcomings**

127 The findings of the inspection team did not match the judgement made by the school in its self-evaluation report. This was because the school felt that the shortcomings in this key question outweighed its good features, whereas the team judged that the good features outweighed the shortcomings.

128 The process of gathering information about the performance of the school is not well established and there is a need to collate and analyse an appropriate range of data. Some school improvement teams have a clear picture of the performance in their areas, but this does not extend to others which do not carry out systematic reviews of what they need to do to raise standards further. They are insufficiently involved at looking at the quality of teaching and learning and the progress of initiatives they are pursuing.

129 Teaching and non teaching staff have little input into the process of self-evaluation. Staff, governors and other interested parties have been given an opportunity to state their views about the school but have not been fully involved in examining the evidence on which the judgements have been based. However, the school's self-evaluation document is well organised, and clearly set out. It is well constructed and clearly indicates where the school has strengths and areas for improvement.

130 The school self-evaluation process, SIP and performance management arrangement are appropriately linked. However, insufficient attention is given to reviewing the success of the SIP and in monitoring the school's performance against previously agreed criteria. Performance management is carried out by the senior management team but there are no classroom observations made. The SIP is carefully costed and those with responsibilities identified.

131 The inspection team agrees with the school's identification of its main strengths and areas for improvement. The inspection team also agrees with four out of the seven judgements made by the school in its self-evaluation of the seven key questions. Where it disagrees, this was because the school over-estimated by one grade how well learning experiences meet the needs and interests of the wider community and how efficient are leaders and managers in using resources. The inspection team judged that, in all of these key questions, the good features outweighed shortcomings. Where the school under-estimated by one grade, 'how well do leaders and managers evaluate and improve quality and standards', the inspection team judged that the good features outweighed shortcomings.

132 The school has made satisfactory progress overall in addressing the key issues raised by the last inspection. It has made good progress in addressing the issues relating to information and communications technology (ICT) and ensuring that

the school meets the requirements for collective worship. Satisfactory progress has been made in the use of marking and aspects of history of geography. Further work is needed in improving pupils' writing, the monitoring of the school's work and planning for key skills.

133 There have been improvements made in marking and the school now complies with statutory requirements for a daily act of collective worship. There has been measurable improvement in ICT, which has had a positive effect on learning.

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

#### **Grade 3: Good features outweigh shortcomings**

134 The findings of the inspection team did not match the judgements made by the school in its self-evaluation report. The school felt that there were not important shortcomings in this key questions, where as the team judged that although good features outweighed shortcomings, nonetheless, the shortcomings were sufficiently important to warrant a grade 3. There are some important shortcomings in the deployment of staff to monitor standards, teaching and learning and the matching of the school's resources to its priorities.

135 There are sufficient appropriately qualified and experienced teachers to meet the demands of the NC and for the ages of pupils taught. TAs, learning support assistants and EMAS staff are deployed effectively in all year groups, and make a valuable contribution to pupils' learning.

136 The school has recognised that high quality continuous professional development is a fundamental aspect of the performance management process and is in the process of establishing structures and processes to meet the development needs of staff. Staff have opportunities to attend courses, based on the priorities of the school. The school has carried out a successful exercise to remodel the workforce. The school has a manageable system to enable all staff to be released for the statutory planning, preparation and assessment time. This works very effectively.

137 The school has adequate resources to match the needs and varying abilities of the pupils. Nearly all of the accommodation provides a suitable range of facilities for teaching and learning. The classrooms for the Foundation Phase and the areas immediately outside the classrooms are used effectively. The staff who work with these children have provided attractive areas, and in particular the creative areas within the classrooms. The school grounds are kept clean and are maintained to a good standard by the caretaker and the cleaning staff.

138 Financial management is good and the school is likely to meet its financial commitments this year. Priorities are set by the headteacher and the governing body finance committee, but resources are not always well matched to these. Good financial protocols enable the headteacher to manage the financial implications of maintaining a very good level of staffing and updating equipment to meet the requirements of the foundation phase. However, staff are not effectively deployed to monitor the quality of the school's provision. The school provides satisfactory value for money overall.

## Standards achieved in subjects and areas of learning

### English

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

#### Key stage 2: Grade 3: Good features outweigh shortcomings

#### Good features

- 139 Overall, standards of listening and reading in both key stages are close to age-related expectations. Most pupils, including those with EAL, make good progress from low starting points in these aspects of the subject. They make satisfactory progress in speaking and writing. Overall, taking pupils' attainment and progress into account, their achievement has good features that outweigh shortcomings.
- 140 Pupils in both key stages have good listening skills. In most classes, pupils are attentive and listen carefully to their teachers and to each other.
- 141 Pupils with EAL have satisfactory reading skills and sound out more difficult new words with growing confidence. Others use picture cues to aid their understanding. Younger pupils in key stage 1 read confidently and those who speak English as their home language read well with fluency and good expression. In upper key stage 1, many pupils continue to use good reading strategies, such as using contextual cues to help them read.
- 142 Pupils with EAL, whose reading is less well developed, call on a range of strategies to help them. They correct their errors and most pupils make sensible predictions about what happens next. As pupils who speak English as their home language progress through key stage 2, their reading ability develops well. Many are keen readers and make effective use of the school's library. By the end of the key stage, nearly all pupils read with reasonable accuracy and fluency, responding appropriately to punctuation.
- 143 Some more able pupils who speak English as their home language in upper key stage 2 write in a number of genres and make appropriate use of their writing skills in several areas of the curriculum. They make good use of ICT to write extended accounts for example, of their interview of a survivor of the Cardiff blitz. They also write appropriately about the characteristics of poetry, and the kind of words that rhyme. They know, for example, that an 'onomatopoeia' is a word that describes a sound.

#### Shortcomings

- 144 Standards of speaking are generally below expectation. As most pupils speak English as an additional language, this is understandable. However, pupils with English as their first language also have poorly developed speaking skills.
- 145 Pupils' writing skills are underdeveloped at both key stages. Pupils in key stage 1 are beginning to put together simple sentences, but many have difficulty

connecting the sounds of letters to their shapes. As a significant minority of pupils are in an early stage of the acquisition of English, these standards are hardly surprising.

146 Pupils in key stage 2 are beginning to sequence their writing using frameworks to create stories about 'eco warriors', but standards in writing and spelling are still below expectations.

147 Older pupils' writing in key stage 2 lacks sophistication and vocabulary choices are limited. In some cases, standards of handwriting and presentation are poor.

148 Pupils with EAL make the least progress in writing, and in a few cases, progress is unsatisfactory.

## Science

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

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

#### **Good features**

149 Pupils across the school have a good understanding of the principles of a fair test. They make sensible predictions and identify variables, and form fair conclusions on the basis of their findings.

150 In both key stages, pupils represent findings of investigations appropriately in a variety of forms, such as posters, graphs and diagrams, and interpret information appropriately.

151 In key stage 1, pupils with EAL have a good knowledge of the names and properties of a range of materials. Pupils who speak English as their home language use appropriate scientific vocabulary related to texture and appearance when describing the materials of everyday objects, and know which materials are waterproof.

152 Pupils classify living things correctly and distinguish effectively between living and non-living things. Many have a good understanding of life processes through growing plants. Most name parts of plants correctly and understand well what conditions plants need to flourish.

153 In key stage 2, pupils in years 3 and 4 understand what is meant by magnets and magnetism, and have an appropriate recall of previous work done on light travelling in a straight line. Most separate materials successfully and use correct scientific language appropriately.

154 In Year 4, pupils construct switches from foil and card. From an observation from one child, some pupils extend their investigations and discover what happens when extra bulbs are added in a circuit .

155 Pupils in years 5 and 6 have good investigative skills when looking at friction relating to Stephenson's 'Rocket' and the railway tracks.

156 In key stage 2, pupils have good knowledge and understanding of light and reflection and are able to separate liquids through filtration with confidence.

### **Shortcomings**

157 There are no important shortcomings.

## **Information and communications technology**

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

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

### **Good features**

158 Standards of attainment at both key stages is close to age-related expectations. However, as a minority join the school with no prior experience of ICT, pupils overall progress in the subject is good and therefore their achievement is good overall.

159 Pupils' ICT skills in key stage 1 are developing well. They use drawing programs to create interesting 'rangoli' patterns. They use the mouse carefully and select tools from the tool bar as appropriate.

160 Older pupils in key stage 1 know how to retrieve and save their work. They navigate the file system on the server quickly to find their own folder. Pupils use menus to select items. A minority of pupils achieve standards that are above expectations in their ability to combine text and graphics.

161 Younger pupils in key stage 2 are developing good skills in using spreadsheets. They know, for example, how to give a cell reference and explain how they can use these references to create a formula in another cell. They make good use of their numeracy skills when doing this.

162 Pupils organize their tasks and use computer software to create, organize and present their information in interesting ways. They use ICT to find information from a given source and use this information to create graphs of pupils transport to school, for example.

163 Older pupils use drawing programs effectively to create repeating patterns. They select appropriate tools and use these to create, repeat and transpose their patterns.

164 Pupils in years 5 and 6 make good use of presentation programs to create slides about themselves in Welsh. They also illustrate and write about their investigations in science.

165 Pupils make good use of the school's intranet at home to communicate with teachers and hand in their homework assignments.

### **Shortcomings**

166 There are no important shortcomings.

## **History**

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

**Key stage 2: Grade 3: Good features outweigh shortcomings**

### **Good features**

167 Pupils in key stage 1 are beginning to develop a sense of chronology in their sequencing of events and objects. Through their thematic studies pupils make simple, but appropriate comparisons between life today and in the past.

168 Most pupils in Year 1 understand that children play with different games now than they did in the past and place pictures of trains on a timeline. Nearly all pupils are beginning to recognise that children in the past would not have had access to electricity and materials such as plastics.

169 In Year 2, pupils are beginning to ask appropriate questions about photos of older members of pupils' families. Scrutiny of previous work shows that pupils make comparisons between household items in the past and those used now.

170 Pupils in key stage 2 continue to develop an appropriate sense of chronology. In lower key stage 2 personal timelines are used to record changes in their own lives. Pupils in upper key stage 2 make an appropriate timeline of inventions during the Victorian era. They sequence local maps in chronological order from seventeenth century to 2009. Most pupils can determine different perspectives held by a range of people in Victorian times about the effect of the railways on the local community.

### **Shortcomings**

171 Many pupils with EAL in key stage 1 do not recognise representations from the past and have limited skills when asking questions about the past, as their knowledge of British history is limited.

172 In key stage 2, pupils' awareness of significant people and events in Welsh history during the period studied is underdeveloped. Their skills in historical enquiry and ability to research independently are not sufficiently age appropriate.

173 Many pupils in upper key stage 2 lack sufficient knowledge to make age appropriate descriptions of changes within the period studied when investigating change in the locality.

## Geography

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

### **Key stage 2: Grade 3: Good features outweigh shortcomings**

#### **Good features**

174 Pupils in key stage 1 make steady progress when studying the local area. They identify human and physical features through studying maps and photographs of the locality. Through their thematic work they make links with other areas of the curriculum and use everyday terms about their surroundings. Older pupils know that they live in Wales.

175 Most pupils in key stage 2 have a good understanding of sustainable development and environmental issues. Pupils in Year 3 understand the importance of conserving water. They confidently use ICT to construct bar graphs of water use in their own home. Most pupils in Year 4 have sufficient knowledge of environmental pollution to describe which forms of transport are good for the environment.

176 Pupils in both key stages have a good awareness of life in other parts of the world through the well developed understanding of other cultures evident throughout the school. Pupils in key stage 2 talk about their enjoyment of a previous project about Somalia.

177 Pupils in upper key stage 2 locate the United Kingdom and Japan on a map of the World and Hiroshima on a map of Japan. They discuss knowledgeably the products and inventions which originated in Japan. Pupils identify several features when using 'Google Earth'.

#### **Shortcomings**

178 In both key stages, pupils' geographical enquiry skills are underdeveloped. They seldom research, organise or present geographical information with sufficient independence.

179 Overall, pupils in key stage 2 do not develop sufficient depth of geographical knowledge or terminology.

180 A minority of pupils in Year 4 experience difficulty when classifying some forms of transport as either 'quite good' or 'bad for the environment'.

## **Art and design**

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

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

### **Good features**

181 Across both key stages, pupils have a good range of artistic skills through using a wide range of media and materials. They experiment with techniques including printing, collage, textiles, sculpture, weaving and patterns.

182 Pupils in Year 1 make sketches of objects from different viewpoints to a good quality using line. In Year 2, pupils improve their sketches using symmetrical Rangoli patterns using coloured chalks.

183 Pupils use sketch books very effectively in key stage 2. They use these ideas in their subsequent work. Pupils in years 3 and 4 design and make cups, saucers and plates in the style of Clarice Cliff.

184 Pupils use a range of materials effectively. They design and create attractive three-dimensional junk models from recyclable materials. Pupils in Year 3 have designed and made re-cycling bags where the finished articles are of a very high quality with designs based on 'green' colours.

185 Pupils in years 5 and 6 use warm and cool colours in creating patterns based on the work of William Burgess and William Morris. They are able to make constructive comparisons between their own and Burgess and Morris. They used digital photography and computer graphic art to enhance their posters, which are of a very high quality.

### **Shortcomings**

186 There are no important shortcomings.

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

The governors and staff of Ninian Park Primary would like to express their sincere thanks to the inspection team for the professional and courteous manner in which the inspection was conducted.

As a school we are pleased that the inspection team agreed with the school's identification of its main strengths and areas for improvement. It was disappointing to be downgraded by one grade in key question 3, as the staff work hard to try and ensure the planned learning experiences meet the needs and interests of the pupils. However, the school recognises the importance of the shortcoming identified and is confident that the curriculum review and development work already outlined in the SIP 2009-2010 will enable us to achieve a comprehensive learning skills framework.

The up-grading by one grade in key question 6 is linked closely to the grading outcome in key question 7. The school is encouraged by this to continue with its planned actions to achieve a comprehensive monitoring and evaluation programme. We are confident that the capacity of the school to continue to improve will be enhanced through the development of the roles of the cross-phase school improvement teams and the three new senior staff appointments.

As the school values significantly its strong multi-cultural community we are delighted that the procedures for the induction of pupils and their families and the school's work in the positive promotion of diversity are both recognised as outstanding features.

The whole inspection process has contributed positively to the process of self-evaluation and school development in Ninian Park Primary.

A summary 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 report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Ninian Park Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Virgil Street Cardiff
Postcode	CF11 8TF
Telephone number	02920 388991

Headteacher	Mrs Ferne Davies
Date of appointment	September 1996
Chair of governors	Mr Parminder Choda
Registered inspector	Mr Stephen Dennett
Dates of inspection	12-15 October 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	37	60	60	56	51	50	45	38	360

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	17	3	19

Staffing information	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil : adult (fte) ratio in nursery classes	8:1
Pupil : adult (fte) ratio in special classes	0
Average class size, excluding nursery and special classes	30
Teacher (fte) : class ratio	1:3

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Whole School
Autumn 2008	78.2%	81.9%	89.5%
Spring 2009	79.4%	82.5%	89.3%
Summer 2009	77.7%	86.3%	89.6%

Percentage of pupils entitled to free school meals	25%
Number of pupils excluded during 12 months prior to inspection	5

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

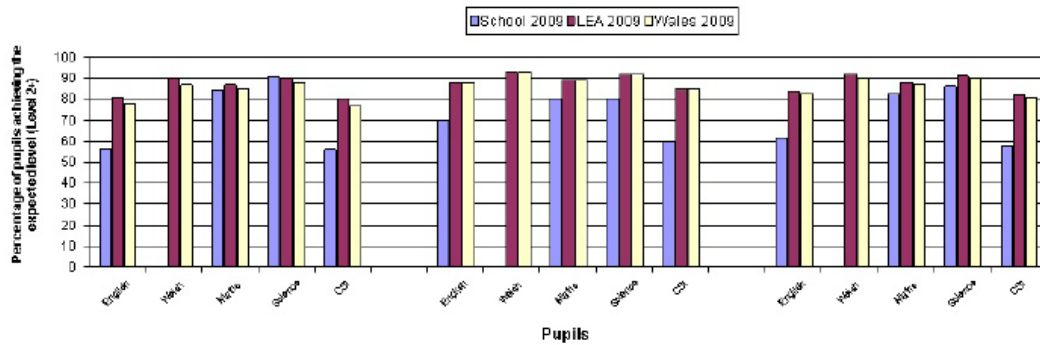
**NINIAN PARK PRIMARY SCHOOL**  
Cardiff

LEA/School no: 681/2101

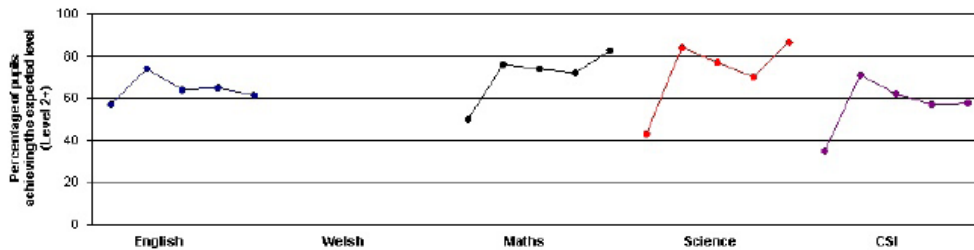
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 1

Percentage of boys, girls, and pupils achieving at least the expected level (Level 2+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	56	81	78	70	88	88	62	84	83
Welsh	.	90	87	.	93	93	.	92	90
Maths	84	87	85	80	89	89	83	88	87
Science	91	90	88	80	92	92	87	91	90
CSI	56	80	77	60	85	85	58	82	81



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 24 per cent and up to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	62	72		80		87	
Welsh		67		90		100	
Maths		78	83	86		92	
Science		84	87	91		99	
CSI	58	70		78		86	

#### Notes:

- Figures for Welsh refer to attainment in Welsh first language only.
- CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 2 in both Mathematics and Science and either English or Welsh first language.
- If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

This report uses data for 2009 for LEA and Wales comparative information

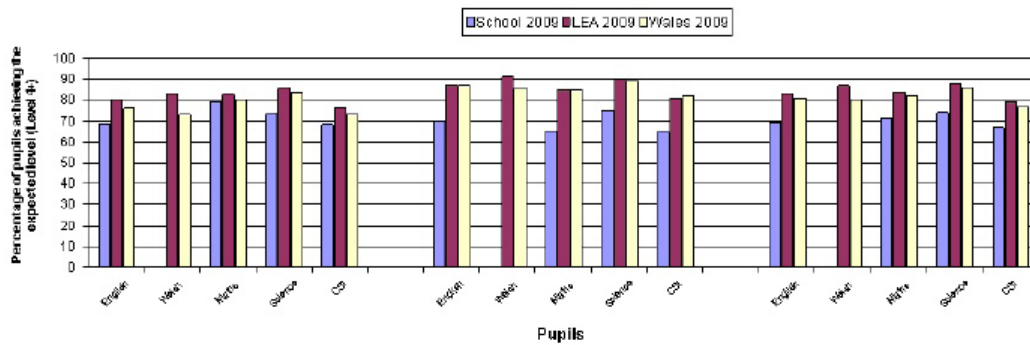
NINIEN PARK PRIMARY SCHOOL  
Cardiff

LEA/School no: 681/2101

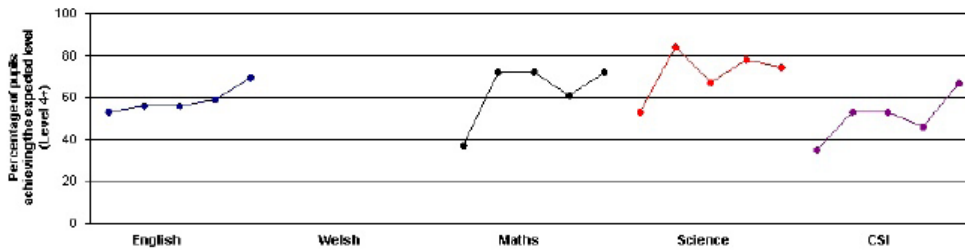
**School comparative information: National Curriculum Assessments 2009 with benchmarking**  
**Key Stage 2**

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	68	80	76	70	87	87	69	83	81
Welsh	.	83	73	.	91	86	.	87	80
Maths	79	83	80	65	85	85	72	84	82
Science	74	86	84	75	90	89	74	88	86
CSI	68	76	73	65	81	82	67	79	77



**School Performance over time (2005 - 2009)**



**Contextual Information**

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

- Quartile 1 School is in the top 25 per cent.
- Quartile 2 School is in the top 50 per cent but not the top 25 per cent.
- Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.
- Quartile 4 School is in the bottom 25 per cent.

Free School Meal Group

More than or equal to 24 per cent and up to 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	68	71		80		87	
Welsh		50		71		89	
Maths	72	75		82		88	
Science	74	79		88		94	
CSI	67			75		83	

**Notes:**

1. Figures for Welsh refer to attainment in Welsh first language only.
2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.
3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

## Appendix 4

### Evidence base of the inspection

A team of four inspectors spent a total of 14 inspector days at the school. A peer assessor also spent four days in the school. The inspection team was assisted by the school's nominee. The inspection team met prior to the start of the inspection.

These inspectors visited:

- 56 lessons or parts of lessons;
- registrations, assemblies and acts of collective worship; and
- a range of extra-curricular activities.

Members of the inspection team had meetings with:

- staff, governors and parents before the inspection;
- teachers and support staff;
- groups of pupils in all classes;
- the school council; and
- other interested parties associated with the school.

The team also considered:

- the school's self-evaluation report;
- 101 responses to a parents' questionnaires, the majority of which were positive;
- documents provided by the school before and during the inspection;
- a wide range of pupils' past and present work; and
- samples of pupils' reports.

After the inspection, the team held meetings with staff and governors.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Stephen Dennett Registered Inspector	<b>Led on :</b> Context, Summary, Recommendations and Appendices Key Questions 1 and 5 English and information and communications technology English as an additional language
Mrs Janet Warr Lay Inspector	<b>Led on:</b> Key Question 4 <b>Contributed to:</b> Key Questions 1 and 3 Recommendations
Mr Brian Warrilow Team Inspector	<b>Led on:</b> Key Questions 2, 6 and 7 Science and art and design <b>Contributed to:</b> Recommendations
Mrs Elizabeth Mayo Team Inspector	<b>Led on:</b> Key Question 3 History and geography <b>Contributed to:</b> Key Questions 1 and 4 Recommendations
Mr Andrew Wood Peer Assessor	<b>Contributed to:</b> All key questions Recommendations
Mrs Ferne Davies Nominee	Nominee

#### Acknowledgement

The inspection team wish to express their thanks to the governing body, headteacher, staff, parents and pupils of Ninian Park Primary School for their co-operation and assistance both before and during the inspection.

#### Contractor:

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