

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

A report on the quality of education in

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

School number: 6812318

Date of inspection: 18 January 2010

by

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Introduction

Windsor Clive 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 Windsor Clive Primary School took place between 18/01/10 and 21/01/10. An independent team of inspectors, led by Dr Jim Hewitt 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). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

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

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	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 **full** 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 Windsor Clive Primary School is set in the south-west of Cardiff and was formed in September 2008 from the amalgamation of Windsor Clive Junior and Windsor Clive Infant and Nursery schools. Ongoing building programmes entailing major adaptations were completed only shortly before the inspection.
- 2 The school serves a large, socially and economically disadvantaged area and has many of the characteristics of an inner-city school. Virtually all pupils come from significantly disadvantaged family backgrounds, of which many exhibit low levels of literacy. There are very high levels of unemployment and deprivation with just over half of the children (50.4 per cent) having an entitlement to free school meals. This is well above local and national averages.
- 3 There are a sufficiently large number of pupils known to social services for the Welsh Assembly Government to establish 'Flying Start' provision on site. The school is only one of eight in Cardiff to match the criteria. The school is at centre of a Communities' First area with significant needs.
- 4 The number of pupils on roll has fallen slightly over the previous four years. Currently, there are 377 pupils. There are more boys than girls overall and this is significant in some year groups. There is a moderate amount of pupil mobility with pupils moving between schools in the most immediate catchment areas at times other than those designated for admission and leaving.
- 5 There are three mainstream classes in key stage 1, of which one is mixed-age. There are eight streamed mainstream classes in key stage 2. The school has a nursery. One group of 42 children attend in the mornings and another group of 35 attend in the afternoons. Children are admitted to the nursery in the term after their 3rd birthday and into the reception class in the academic year in which they become five. Baseline assessment, undertaken shortly after admission in the reception class, indicates that although there is a wide ability range overall, the majority have poor language, number and social skills. The level of children's attainment, on entry, has declined over recent years.
- 6 A large proportion of the school's population (35 per cent) has been identified as having special educational needs [SEN]. This is well above local and national averages. The school caters for most of these within its mainstream provision but also provides two specialist resources bases [SRBs] in each of the key stages for 14 pupils with moderate, severe and complex learning difficulties. At the time of the inspection, 19 pupils had a formal statement outlining their needs. The national curriculum is modified for these pupils. No pupils are dis-applied from the national curriculum. Two pupils are under Local Authority [LA] care. There have been 15 pupils excluded over the preceding 12 months, one permanently. No pupils are withdrawn from acts of collective worship.

- 7 Most pupils [86 per cent] come from homes where English is the spoken language. Approximately 14 per cent of pupils are from non-white, ethnic origin or non-British background. No pupils speak Welsh as their first language. Other languages spoken at home include Somali, Bengali, Polish and Portuguese. The school has seen an increase over the previous three years of pupils receiving support for English as an additional language. Currently, there are 18 pupils in this category.
- 8 As a result of amalgamation, the school has undergone significant restructuring in terms of personnel. There is now a full-time equivalent of 21 teachers and 19 teaching assistants, and two full-time and one part-time clerical staff. The current Head teacher was previously the substantive Head teacher for Windsor Clive Infants and Nursery, appointed in April, 2001 to July 2008. She was requested by the LA to undertake the role of acting head teacher of Windsor Clive Junior School from April 2005 to July 2008 and was subsequently appointed as head teacher of the new primary school in September 2008.
- 9 The school gained the Bronze Eco Award in 2009. The Silver Eco Award is due shortly after the inspection. The two separate Infant and Junior Schools both independently achieved the Healthy Schools Award for the third time. The amalgamated primary school is due to receive the Award for the fourth phase in spring, 2010. Similarly, both schools had independently gained the Basic Skills Quality Mark for the second time and, as a new primary, are working towards gaining it for a third time. The junior school also achieved the Assessment Quality Assurance Award in 2007.
- 10 The Infant and Nursery and school was last inspected in January, 2002 and the Junior school was last inspected in November, 2002.

The school's priorities and targets
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- 11 The school's mission statement is:
Pob Plentyn - Pob Cyfle - Pob Dydd: Every Child - Every Chance - Every Day.
- 12 The school's aims are to:
 - teach a flexible skills-led curriculum to equip children for the challenges of the 21st century;
 - enable children to understand and respect the world in which they live and to recognise the equality of all individuals, groups and nations; and
 - help children to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.
- 13 The objectives for 2009/10 identified in the three-year school improvement plan relate to improving standards and provision in identified aspects of the early years, the core subjects, additional educational needs, inclusion, and to promote bilingualism.

Summary

- 14 Windsor Clive Primary is a new school which has many outstanding features. Strong dynamic leadership and high-quality learning experiences within a nurturing, supportive ethos ensure pupils develop positive attitudes, achieve good standards and are well prepared for their next phase of learning.

Table of grades awarded

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

- 15 Overall, pupils at Windsor Clive achieve good standards regardless of their social, ethnic or linguistic backgrounds. Children in the Foundation Phase and pupils in key stages 1 and 2 make good progress to achieve their set targets.
- 16 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	85%	14%	0%	0%

- 17 These percentages are above the figures published in the latest Annual Report by Her Majesty's Chief Inspector [HMCI] for 2007/8 where standards are reported as being good or better in 84 per cent of lessons. They are below the published figures for standards in lessons reported as being outstanding.
- 18 Standards in the areas of learning in the Foundation Phase classes are as follows:

Areas of learning	Key Stage 2
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	3
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

- 19 Standards in the inspected subjects of English, Welsh second language, mathematics, science, information and communications technology, geography, history, art and design, music, physical education, religious education are each grade 2 (good features and no important shortcomings) at both key stages. Design and technology was judged a grade 3 (good features outweigh shortcomings) at both key stage 1 and key stage 2.
- 20 Results of teacher assessment in 2009 places the school below LA and national averages in English, mathematics and science in both key stages. When compared to similar schools in Wales, as designated by the percentage of free school meals, results are in the lower 50 per cent for English and mathematics and the lowest 25 per cent for science at key stage 1. Results are in the lowest 25 per cent in all three subjects at key stage 2.
- 21 The results for 2009 indicate an anticipated fall (following predictions made from assessments made early in the pupils' school life) in an otherwise upward trend in both key stages. Overall trends over the longer period show a dramatic improvement, particularly when key stage 2 results are compared to those of the Junior school. Targets set for 2010 indicate a return to the overall upward trend.
- 22 When the results for statemented pupils are removed and the results are compared to the average results of a family of eleven schools across Wales with similar characteristics the school has performed well, despite 2009 results being an expected dip. The school matches or exceeds the average in all but science at key stage 1 and mathematics at key stage 2. In line with national trends, girls generally outperform boys. Pupils from ethnic minorities achieve well, particularly in key stage 1.
- 23 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
- 24 Overall, standards and progress in the key skills of speaking, listening and reading are good across the school. Good features outweigh shortcomings in the key skills of writing, numeracy and information and communications technology. In these, standards are inconsistent across subjects and classes. Pupils show good understanding and knowledge of Welsh culture and heritage through *Y Cwricwlwm Cymreig* although the bilingual skills of children in the Foundation Phase and of pupils in both key stages are insufficiently developed. Pupils' problem-solving skills, independent learning skills and creative skills are good throughout the school.
- 25 Most pupils, including those with special educational needs (SEN) in the mainstream classes or the specialist resources bases, those with emotional and behavioural difficulties, and those with English as an additional language make good progress relative to their abilities and background as they move through the school. Most pupils are developing good skills in improving their own learning, and have an outstanding understanding of what is required of them and what they must do to improve.

- 26 Pupils' personal, social, moral and wider development is good with some outstanding features. Pupils behave extremely well, have a positive attitude to learning, and fully respect each other. They are developing good skills for lifelong learning, and display a comprehensive knowledge of the workplace. Pupils have a good understanding of equal opportunity issues and a respect for the values and traditions of other communities.
- 27 Despite the school's best efforts, attendance, at 89.4 per cent is well below local and national averages for primary schools. Many pupils in almost all the classes arrive late. This has a negative impact on their learning.

The quality of education and training

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

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	79%	11%	0%	0%

- 29 These percentages are above those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better in 83 percent of lessons. They are below the published figures for lessons where teaching is reported as outstanding.
- 30 Working relationships between all staff and pupils are outstanding and provide a firm basis for effective learning. Where teaching is good or better, teachers have high expectations of behaviour and performance, encouraging and stimulating pupils to achieve. Teachers have good subject knowledge and lessons are well-structured, well managed and utilise a variety of resources and strategies. Where there are shortcomings, lessons lack pace, challenge and interest. Overall, planning, assessment, recording and reporting arrangements are highly effective and fully meet statutory requirements. There is a well-established culture which is tightly linked to planning, teaching and school organisation.
- 31 The quality and range of learning experiences provided are outstanding. The principles of the Foundation Phase have been successfully introduced, the curriculum orders, 2008 are well-established and effectively complemented by the school's initiatives relating to the skills framework. The quality of extra-curricular activities, out-of-school provision and partnerships with other providers are outstanding. Provision for pupils' moral, social and cultural development is also outstanding and enriched by strong links with parents, the community and local businesses. In particular, the school's arrangements for tackling social disadvantage and ensuring equality of opportunity are outstanding.
- 32 Arrangements for care, support and guidance are excellent and fully ensure pupils' personal and social development, health and well-being. No matter what their background, pupils feel secure, valued and fully involved in the life of the school. The quality of provision for the wide range of pupils with learning, social or emotional needs is outstanding. Identification, assessment and

intervention procedures are extremely well managed. However, as the school has identified, arrangements for meeting the needs of its more-able and talented pupils lack the rigour so well established elsewhere in the school's provision for pupils with additional learning needs. Excellent use is made of the support and expertise of external agencies to inform teaching and learning. Measures to eliminate any form of oppressive behaviour and to secure equal access and opportunity for all are outstanding.

Leadership and management

- 33 The leadership and management of the school is outstanding at all levels. Under the dynamic leadership of the head teacher, the school has been transformed. It has improved in all aspects and made dramatic progress since the previous inspections and the amalgamation. The head teacher has successfully created a shared vision amongst all staff of a school which is a centre of excellence for the pupils it serves and the local community. In this she has been ably supported and complemented by her two very capable deputy head teachers, a well informed and influential senior management team, committed, enthusiastic subject leaders, and a team of very professional teaching assistants. A key factor in the school's success has been the highly effective arrangements for the professional development of all staff.
- 34 The governing body play a key role and ensure through their arrangements that all statutory requirements are met. They are well informed and effectively involved in determining the school's strategic direction and meeting identified priorities.
- 35 The school has developed a rigorous and meticulous culture of self-evaluation, monitoring and planning which includes staff at all levels, pupils, parents and outside agencies. Identified areas for development are comprehensively translated into targets in the school development plan. Despite the complexity of the process, identified strategies for improvement are well resourced and have resulted in significant improvements in standards and provision. The inspection team agrees with the grades given by the school in all seven key questions and issues identified by the school for further development are similar to those identified by the inspection team.
- 36 The overall provision for staffing, accommodation and resources is outstanding. The quality and number of teachers and assistants, the appropriateness of resources and the welcoming, spacious accommodation provide a stimulating and welcoming environment for teaching and learning.
- 37 The head teacher and governing body carefully monitor the work of the school to ensure spending decisions match identified priorities. The school makes economic and effective use of all available finances to improve the quality of resources and teaching and so raise standards. Pupils make good progress, achieve well and are well prepared for the next stage of their education.
- 38 Overall, the school provides good value for money.

Recommendations

39 In order to maintain and build on recent developments, the school should:

R1 Address the shortcomings identified in Welsh language development in the Foundation Phase and in design and technology in key stages 1 and 2;

R2 Ensure consistency across subjects and classes in the development of pupils' key skills of writing, numeracy and information and communications technology and in pupils' ability to communicate bilingually in English and Welsh;

R3 Formalise systems for meeting the needs of pupils who are more able and talented;

R4 Continue to raise levels of attendance.

The school has already identified these as areas for development in its current school 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 2: Good features and no important shortcomings

- 40 The findings of the inspection team match the judgements made by the school in its self-evaluation report.
- 41 Overall, regardless of their social, ethnic or linguistic background, children in the Foundation Phase and pupils in key stages 1 and 2 make good progress, achieve the targets they are set and attain good standards.
- 42 Standards in the areas of learning in the Foundation Phase and in the subjects inspected in key stages 1 and 2 are as follows:

Areas of learning	Key Stage 2
Personal and social development, well-being and cultural diversity	1
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	3
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

Subjects	Key Stage 1	Key Stage 2
English	2	2
Welsh second language	2	2
Mathematics	2	2
Science	2	2
Information and communication technology	2	2
Design and technology	3	3
Geography	2	2
History	2	2
Art and design	2	2
Music	2	2
Physical education	2	2
Religious education	2	2

- 43 Standards achieved by pupils in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1%	85%	14%	0%	0%

- 44 These percentages exceed the figures published in the latest Annual Report by HMCI for 2007/8 where standards are reported as being good or better (grade

1 and 2) in 84 per cent of lessons. They fall below the published figures of 12 per cent of lessons where lessons are reported as being outstanding (grade 1).

- 45 End of key stage 1 assessment results for 2009 for pupils gaining at least level 2 are below local national averages in English, mathematics and science and in the core subject indicator (which is the percentage of pupils gaining at least level 2 in all three subjects). The percentage of pupils gaining the higher level 3 is also below both local and national averages. As the school predicted from previous baseline assessment of this cohort, the upward trend of previous years was not evident in 2009. Although the school well exceeded its own challenging targets for this cohort in mathematics, it narrowly missed them in English, mathematics and the core subject indicator.
- 46 When the school's overall key stage 1 results are compared with those of a similar type (those placed in a similar free school meal band), it is in the lower 50 per cent in English and mathematics and the lowest 25 per cent in science and the core subject indicator. However, when the results for pupils with statements are removed and the overall results are compared to the average results of a family of eleven schools across Wales with similar characteristics the school just matches averages in English and the core subject indicator, is above them in mathematics but well below them in science.
- 47 In line with local and national trends, girls generally outperform the boys in gaining at least level 2 and the higher level 3. Pupils from ethnic minorities perform well in comparison to similar pupils in the LA, and when compared to other pupils in the school.
- 48 End of key stage 2 assessment results for 2009 follow a similar pattern. The school falls below LA and national averages for pupils gaining at least level 4 in each of the core subjects and in the core subject indicator (the percentage of pupils gaining at least level 4 in all three subjects). The percentage of pupils gaining the higher level 5 is also below these averages.
- 49 When compared to schools of a similar type based upon free school meals, the school is in the lowest 25 per cent in all three subjects and the core subject indicator. However, when the results for pupils with statements are removed and the overall results are compared to the average results of a family of eleven schools across Wales with similar characteristics, the school just matches averages in science and the core subject indicator, is above them in English but below them in mathematics. Again, as predicted, the school's results for 2009 did not follow the dramatic upward trend seen over the previous years.
- 50 In line with national trends, girls outperform boys in gaining at least level 4 and in gaining level 5. The difference is quite pronounced at level 4 in English and science. Pupils from ethnic minorities performed less well than their counterparts across Cardiff. With the results for statemented pupils disaggregated, there is an upward trend in English and mathematics but, as the school is aware, science results fell well below the previous year's. The school fell just short of its own challenging targets in all but science.

- 51 The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes. School assessment information shows that, although there is a wide range of ability on entry, most children have poorly developed oracy, reading, number and social skills. In particular, the school reports those children's language skills are consistently falling.
- 52 Pupils with additional learning needs at the school, including those with SEN in mainstream classes, pupils in both specialist resources bases classes, pupils with behavioural problems and those who are more-able and talented make good progress relative to their abilities. As a result of the high quality support provided, the majority achieve their set targets.
- 53 Overall, across the school, standards in the basic and key skills are good with some shortcomings. Children in the Foundation Phase and pupils in key stages 1 and 2 make good progress and achieve good standards in using the key skills of speaking, listening, and reading. They speak confidently and express their ideas clearly, understanding and using relevant and age-appropriate vocabulary. Pupils of all abilities have good listening skills, which are well developed in all areas of the curriculum. They respond to requests, questions and instructions appropriately and listen carefully to what others have to say when working in groups. The school works hard to ensure that pupils progress well in their reading and achieve good standards. Most pupils in key stages 1 and 2 apply their developing reading skills well to a wide range of different texts. Pupils use their creative skills in art, music, dance and drama to good effect to enhance their work across the curriculum.
- 54 Despite many strengths, there are some shortcomings in pupils' ability to use their writing, number and information and communications technology skills to inform and enhance their work across the curriculum. The formal writing skills being developed in English were not seen to transfer consistently well to extended writing in all other subjects. Handwriting and general presentation skills are not well established. Pupils' number skills in calculating and measuring and their information and communication technology skills in gathering, storing and presenting information effectively were not as consistently good across classes and subjects.
- 55 Across the school, children and pupils show a sense of belonging and growing understanding of the culture and heritage of Wales through *Y Cwricwlwm Cymreig*. Most are interested in bilingualism and make some progress in developing their bilingual skills. However, their ability to move easily between English and Welsh is underdeveloped. The spontaneous use of incidental Welsh throughout the school day is inconsistent between classes. Although standards are good in Welsh lessons, learners do not display sufficient progress in their use of both languages across the curriculum.
- 56 Overall, in relation to their varying abilities, age and background, pupils achieve the realistic and challenging targets set for them and the majority make good progress towards fulfilling their potential, attaining agreed learning goals and moving on to the next stage of their education.

- 57 Most pupils have an excellent awareness of their current levels of achievement and many are developing good skills in evaluating their own and others' performance. In particular, nearly all pupils across the school respond well to the school's 'star' system in terms of recognising and understanding when they have achieved different levels of success in a particular lesson. Additionally, pupils negotiate targets for improvement which are recorded in their workbooks and changed regularly. Systems for engaging pupils in a dialogue about their own learning to help them identify what they need to do to improve are well established across the school. As part of this process, pupils with SEN or those who have emotional or behavioural difficulties are fully aware of what they need to do to improve.
- 58 Pupils progress well in their personal and social learning skills and in their moral and wider development. Most pupils are highly motivated, work productively and make very effective use of their time. They display positive attitudes to learning and show interest, enthusiasm and concentration when learning new skills. They participate fully in lessons, and have a clear understanding of what they are learning and how well they are progressing. Their ability to work co-operatively in pairs or small groups is good.
- 59 The behaviour of the nearly all the pupils is outstanding. During collective worship and on the playground, behaviour is exemplary. Pupils know that good behaviour is expected of them at all times, and they have a clear sense of right and wrong. They show care and consideration for others, and respect their peers and adults. They are friendly, polite and courteous and are willing to help teachers and support staff. Despite the high number of exclusions over the previous twelve months, high quality pastoral support has resulted in a significant improvement in their behaviour on their return to school and is reducing the necessity of such measures over time.
- 60 Through effective and consistent use of strategies such as Building Learning Power, pupils, including those with SEN, are developing skills to work independently. Pupils throughout the school successfully use thinking maps independently across various curricular areas to plan their work methodically. Their problem-solving and decision-making skills are good and are developing well through investigative work in subjects, such as mathematics, history and geography. As a result of the 'Business Week,' year 6 pupils have a good understanding of the importance of working as a team, and have acquired valuable managerial and negotiating skills.
- 61 Pupils make excellent progress in their personal, social, moral and wider development. They work happily with others and their citizenship skills are developing very well. They take their roles and responsibilities seriously; for example, as members of the school council and eco committee. They voice their opinions confidently, and the excellent relationship between staff and pupils enables them to feel confident in expressing their views, knowing that those views are valued by adults. They display empathy towards the needs of others by regularly collecting money for worthy causes. Pupils also demonstrate care and respect for children in the school with severe and complex needs.

- 62 Equality for all is firmly established in the school's ethos, and learners show respect for diversity in society. They display positive attitudes to different cultural traditions, values and beliefs and, through their studies of Uganda and the Gambia, show a good understanding of people and practices that are different to their own.
- 63 Pupils are developing a strong sense of belonging within the school and the community. Pupils at both key stages have responsibilities as buddies and year 6 pupils are trained peer mentors. They organise outdoor play equipment, ensure their peers play co-operatively and that no one is friendless at break times and lunchtimes.
- 64 Most pupils have an appropriate overview of different occupations and professions and an understanding of the range of work undertaken in their community and further afield. Pupils' understanding of environmental, conservation and global issues is good. The eco committee is pro-active in promoting sustainability throughout the school. Older pupils are becoming good global citizens with a firm understanding of sustainable development.
- 65 Despite the school's strenuous efforts including a range of initiatives and good collaboration with the educational welfare officer, the average rate of attendance of 89.4 per cent for the three terms prior to the inspection is well below the LA and national averages. Attendance levels for children in the early years and pupils in the specialist resources bases are consistently below 90 per cent. Cultural and family commitments often result in extended heritage leave for a small number and this has a significant effect on the average attendance levels.
- 66 Also of concern is the persistent lateness and frequent condoned absences by a small number of families. Many pupils in almost all the classes arrive late at the start of the day. They miss the important social time and often the start of assemblies. A few arrive in time for lunch and miss the whole of the morning lessons. This has a negative impact on their learning.

The quality of education and training

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

Grade 2: Good features and no important shortcomings

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

68 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
10%	79%	11%	0%	0%

69 These figures exceed those published in the latest Annual Report by HMCI for 2007/8 where the quality of teaching is reported as good or better (grade 1 and 2) in 83 percent of lessons. They fall below the published figures of 16 per cent of lessons in which the quality of teaching is reported as being outstanding (grade 1).

70 In the lessons where teaching is outstanding, teachers:

- have extremely high expectations of behaviour and achievement;
- present learning in a way that challenges, stimulates and motivates pupils;
- provide consistent and effective encouragement, support and intervention when needed; and
- enable learners to make decisions, to be independent and to take an active role in their learning.

71 In the majority of lessons where teaching is good, teachers:

- display excellent subject knowledge;
- communicate clear learning objectives, instructions and explanations;
- achieve a good balance in providing information, developing understanding and improving skills;
- use well-focused questioning techniques that develop pupils' ideas and consolidate previous learning;
- use a range of teaching methods, strategies and resources to cater for the different needs of pupils; and
- have well-established and well-rehearsed classroom procedures and routines.

72 In the small number of lessons in which shortcomings are identified, teachers do not provide sufficient stimulation and challenge to arouse and engage pupils' interest and imagination. The pace of teaching and learning is slow.

73 Overall, teachers demonstrate good subject knowledge and are well informed about recent developments such as the new curriculum orders, 2008; and the Foundation Phase. All teachers plan lessons well, linking work appropriately to

previous learning. In the Foundation Phase, focused teaching caters effectively for the diverse needs of the children, and enhanced and continuous provision excites and challenges children to explore, investigate and observe in both indoor and outdoor settings.

- 74 Across the school, teachers and teaching assistants have established excellent working relationships with all pupils based on mutual respect. They know their pupils well and use praise and encouragement effectively to ensure that each individual feels valued as an integral member of the school community. Every pupil is treated fairly and equally, irrespective of gender, race or ability. Teachers generally have clear expectations of behaviour. In dealing with rare instances of inappropriate pupil behaviour, teachers use a systematic and consistent approach to discipline. All adults intervene purposefully in the learning, according to the needs of individuals and groups, and use praise sensibly.
- 75 In the majority of lessons across the school, teachers plan well, sharing their aims and objectives with pupils at the outset and reviewing them at the end. A wide range of teaching methods and approaches are used effectively to maintain pupils' interest. Teachers regularly evaluate the effectiveness of their short-term planning in terms of reviewing the progress pupils make and, for the most part, make good use of the evidence obtained to inform future planning for all pupils. Planning usually indicates which pupils require additional support and what the expected outcomes in performance might be.
- 76 Teaching assistants make a valuable contribution to the quality of teaching and learning. They give well-focused help to small groups of pupils within the classroom as well as supporting individuals with SEN who need encouragement and direction. They have a clear understanding of their role and collaborate well with teachers in assessment, planning and classroom practice.
- 77 Although good in some classes, the use of incidental Welsh and planned opportunities for the development of pupils' bilingual skills is inconsistent across the school. This is a shortcoming. However, when appropriate opportunities to use incidental Welsh are regularly provided, pupils respond well and make good progress
- 78 The school's arrangements for assessing, recording and reporting on pupils' progress are good with some outstanding features. All statutory requirements for assessing and reporting on the national curriculum are met in full. There is a well-established culture among all members of staff for measuring pupils' progress and for ensuring that pupils meet the standards of which they are capable.
- 79 The school's clear and comprehensive assessment policy is very effectively implemented so that assessment is tightly linked to planning, teaching and school organisation. The school's record keeping and tracking of pupils' progress is meticulous in detail and provides a valuable source of data for analysis and subsequent strategic planning. This is an outstanding feature.

The school's assessment procedures are also supported and informed by the administration of a number of nationally standardised tests in reading, writing and mathematics. All test results are rigorously analysed. In addition to their progress in national curriculum subjects, teachers usefully assess how effectively pupils acquire and use thinking skills.

- 80 Assessment in the Foundation Phase is effective. Learning practitioners conduct a thorough baseline assessment early in the school year and support this with regular daily assessment in the seven areas of learning. The results obtained are used effectively to inform teaching and learning.
- 81 Through the careful use of classroom observation sheets and other records, teachers in both key stages compile a detailed and accurate record of pupils' on-going achievements and progress. The school is continually updating its collection of pupils' work in all subjects. This is accurately matched to national curriculum levels and clearly annotated to describe what standard selected work represents. Subject portfolios are used effectively to support assessment and ensure that teachers judge pupils' work consistently. The school meets regularly with local primary schools to moderate work in subjects and effective arrangements are in place to ensure work with the local secondary school is standardised.
- 82 Pupils' awareness of the progress they are making toward achieving their targets is outstanding. In lessons, the learning objectives are clearly stated; and, through the use of a clearly understood graded star system, pupils are encouraged to choose the success criteria to which they will work. The effectiveness of this strategy in involving pupils in their own learning, and in facilitating their self-assessment is an outstanding feature of the school's work.
- 83 Similarly, teachers provide pupils with good ongoing verbal and written evaluation of their work. In the best examples, teachers' marking of pupils work is supportive, addresses the learning objective and suggests ways for improvement. However, the quality of marking is inconsistent between classes and between subjects.
- 84 Arrangements for reporting to parents and other relevant agencies are good. Annual reports to parents conform to statutory requirements. They give detailed information on under-fives progress in areas of learning, and pupils' progress in national curriculum subjects and in religious education. There are good opportunities for parents to comment on their children's reports. They are also given regular opportunities to meet their children's teachers and discuss their progress.

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

Grade 1: Good with outstanding features

- 85 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 86 The school provides a broad, balanced, coherent and well-planned curriculum which enables pupils to build on what they know and can do. It meets the statutory requirements of the Welsh Assembly Government including those for religious education and collective worship. It successfully meets the needs of all its pupils including those with additional learning needs and disabilities. All pupils, irrespective of social background or gender have equal access to the curriculum and related activities.
- 87 Schemes of work have been updated and adapted to reflect the requirements of the revised curriculum and assessment arrangements in Wales and successfully underpin teachers' lesson planning.
- 88 The overall quality of education provision for the under fives is appropriate to their needs and the children make good progress towards the Foundation Phase outcomes. Most children enjoy good quality learning experiences indoors; however, the school is aware of the need to develop further outdoor play provision and facilities. Foundation Phase provision positively encourages learning through meaningful 'hands on' experiences in most areas. All children are given a good start to their education.
- 89 The school makes good provision for the development of pupils' basic and key skills across the curriculum. Continuity and progression are underpinned by a well-defined skills ladder and well-structured intervention programmes. Designated key skills are shared explicitly with pupils in identified lessons and pupils' work is marked with reference to the key skill being taught. The school ensures a careful balance between maintaining the integrity of the subject taught whilst also teaching key skills. Planning to promote pupils' bilingual skills is firmly in place but, in practice, the outcomes are inconsistent.
- 90 Out-of-school hours and off-site provision are outstanding. An extensive range of well planned educational visits and visitors bring particular relevance to all pupils' academic and social learning. The locality provides a good range of readily-available resources for educational opportunities. Pupils' experiences are further enhanced and suitably broadened by a wide range of extra-curricular activities. The school also performs excerpts from musical programmes and dance at venues within the local community.
- 91 The school provides a well-attended breakfast club. Boys and girls have equal opportunity to participate in all sporting and creative activities. Inter-school games and competitions are a valuable part of school life, contributing significantly to pupils' general social development and sense of teamwork. The

school rightly values the contribution made by all staff to organise these well-attended clubs and activities.

- 92 The provision for pupils' social, moral, spiritual and cultural development is good with outstanding features. Discussion time in several subject areas is used very effectively to develop a range of issues. Pupils are given time to reflect on important issues and feelings. This has a positive influence on their spiritual awareness and understanding.
- 93 The school successfully develops a framework for moral values that underpins pupils' personal behaviour. It successfully promotes the values of honesty, respect, fairness and consideration for others. The provision for pupils' personal and social education is very well established; for example, clear and appropriate attention is given to sex education and to substance misuse.
- 94 Provision for cultural development is outstanding. Pupils are given many well-planned opportunities to develop understanding, awareness and appreciation of other cultures through links with a school in Gambia. Pupils entering the school from other countries enhance general awareness of cultural diversity.
- 95 Collective worship meets statutory requirements, and there are special times when the school community comes together to reflect sensitively on the needs of others and on improving their own attitudes and behaviour. There is an appropriate emphasis on Christian values and personal responsibility. Assemblies help foster pupils' personal development and recognise achievements most effectively; for example, the playing of guitar, recorder and violin as pupils leave the assembly hall.
- 96 Pupils' learning experiences are enriched by a range of productive partnerships. The school has developed very positive relationships with parents and with local schools, attending and hosting meetings and sharing curriculum projects. Transition arrangements are extremely thorough and highly effective. There are effective links with other local colleges.
- 97 The school has a strong partnership with Careers Wales. Visitors from the community and educational visits help to raise pupils' awareness of the world of work, both past and present and further strengthen the school's links with the community.
- 98 Although planning for the implementation of *Y Cwricwlwm Cymreig* is not yet fully developed, learners' knowledge and understanding of the culture and heritage of Wales is promoted well in most classes in various subject areas. Visits to places such as the museum at St. Fagan, the use of Welsh signs and displays, the use of Welsh in assemblies, celebrating St David's Day and the annual Eisteddfod all contribute well to learners' positive attitudes towards Wales. However, at present, planning does not promote the development of learners' bilingualism in an increasing range of contexts.
- 99 The promotion of equal opportunities is an outstanding feature. Pupils, irrespective of their social background, gender, disability or ethnicity are fully

included and encouraged to participate in all appropriate activities. The school strives hard to raise aspirations and ensure equality of access to all aspects of its life through a wide range of initiatives. Pupils in the specialist resources bases are fully integrated into the life and work of the school.

- 100 The school is currently awaiting its Eco School silver award. Pupils in both key stages are involved in recycling and composting schemes. They have a very good understanding of water and energy conservation, the effects of litter on the environment, climate change and crop rotation. They are currently working with a professional landscape gardener to develop the recently-constructed allotments that they helped to design.
- 101 Year 6 pupils develop very good entrepreneurial skills through their involvement in the 'Business Challenge' enterprise week initiative and through running the daily fruit tuck shop. The school council regularly hosts coffee mornings and makes considered spending decisions. All pupils are involved in raising money for people less fortunate than themselves. Their awareness of global citizenship is raised through their link with a school in Gambia. The school attends extremely well to national priorities for lifelong learning and community regeneration. The school encourages parents in the education of their children through Family Learning sessions.
- 102 The school has very close links with the 'Flying Start' unit that shares the school site. Initiatives such as Language and Play sessions are well supported and very beneficial for the youngest children. A small number of parents have been inspired to resume their education. They have enrolled on further education and Open University courses and have gained qualifications and jobs.

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

Grade 1: Good with outstanding features

- 103 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 104 The quality of care, support and guidance provided by the school is outstanding. The school places high value on developing pupils' personal and social skills and in supporting their emotional needs through initiatives such as Social Emotional Aspect of Learning, Place2Be and the involvement of Community Service Volunteers. As a result, pupils are confident to approach trusted adults with their worries and concerns. The school is one of only six in Wales to offer school-based counselling through the 'Place2Be' initiative.
- 105 In addition to informal daily contact, particularly in the Foundation Phase and in key stage 1, regular newsletters keep parents very well informed about the life and work of the school and the community. They contain very useful information about initiatives and courses to help parents support their children. Parents' views are sought through regular informal meetings, the local parent

group and the recently-formed parent-teachers association. There are regular meetings with parents of vulnerable children and with those who have behavioural and social difficulties.

- 106 Induction programmes for the under fives, pupils in the specialist resources bases and those for whom English is an additional language are extremely carefully planned and implemented. There are effective arrangements to support pupils who join the school at a later stage. Links with the recently established 'Flying Start' unit based in the school, greatly enhance the induction process. Strong links with the nearby Integrated Children Centre ensure a seamless transition of children into reception class.
- 107 The school operates a staggered entry system and welcomes parents into nursery through 'Language and Play' and Toddler group sessions. As a result, parents and children gain confidence: children quickly become familiar with the school, learn the routines and settle into school life. Initiatives such as the buddy system and Pastoral Support Programmes are used extremely effectively to support pupils joining the school at a later date and those entering the specialist resources bases.
- 108 There are very well established transition arrangements with the receiving comprehensive school for year 6 pupils. The schools are involved in a comprehensive transition plan that includes all feeder schools. Pupils are involved in cross-phase bridging units in the core subjects. There are suitable arrangements to support vulnerable pupils.
- 109 Pupils' attendance and punctuality are extremely carefully monitored. Parents are reminded at an early stage of the importance of regular, punctual attendance. The school operates a first day response system to absence. It knows pupils and their families exceptionally well and works very closely alongside the Education Welfare Officer with those families that give concern. In a few cases, medical evidence is sought and the school has successfully prosecuted parents. The school provides a wide range of in-house initiatives to improve attendance but although levels are increasing, the school has yet to meet its targets and many pupils still arrive late each day.
- 110 A low-profile system of rewards and sanctions underpins an atmosphere of understanding, negotiation and discussion about inappropriate behaviour. Pupils from a very early age know and understand the school and classroom rules. They know the consequences of misbehaviour and most respond well to the reward system. Circle Time and SEAL sessions provide pupils with valuable opportunities to discuss and raise any concerns they have. Older pupils have responsibilities as buddies and peer mentors to maintain positive relationships. Sensitive, but clearly-focused support, is provided for those pupils whose behaviour may affect their own learning and that of others. The Inclusion Manager makes an outstanding contribution in this area providing intensive care and guidance for pupils with a wide range of emotional, behavioural and social difficulties whose behaviour causes concern or who are at risk of exclusion.

- 111 Appropriate procedures have been followed in the fourteen cases of fixed term exclusions and the one permanent exclusion over the preceding twelve months. Pupils' behaviour is extremely closely monitored and serious incidents carefully recorded. Teachers apply policies for behaviour management consistently and all adults in the school are very good role models. The 'Revolving Door' project is used very effectively to support pupils at risk of exclusion and their families also. The school works very closely with staff from the two partner schools to teach small groups of vulnerable pupils one day each week.
- 112 The school council promotes healthy eating through the daily fruit tuck shop and mid-day supervisors encourage pupils to take healthy fruit options at lunchtime times: fruit is available daily. The school is in its fourth year of the Healthy Schools scheme. The involvement of professionals such as the police liaison officer, the education welfare officer and the school nurse sends clear messages to pupils by appropriately raising their awareness of healthy lifestyles and a range of issues relating to their personal well being and development. After-school sports clubs and outdoor play equipment effectively promote healthy exercise.
- 113 All adults in the school are well aware of pupils' particular needs and are knowledgeable about procedures in the event of accidents and emergencies. There is a comprehensive health and safety policy. Risk assessments are systematic and all staff are alert to issues relating to the well-being of pupils. Three staff members are nominated first aiders.
- 114 There are appropriate policies and procedures for child protection in line with LA and national guidelines. The head teacher and both deputy head teachers are nominated persons. The chair is the designated link governor. All staff at every level have been made fully aware of their responsibilities.
- 115 The school makes outstanding provision for pupils with additional learning needs. Policies are comprehensive and fully comply with the SEN Code of Practice and the framework for inclusive education. The Additional Educational Needs co-ordinator and the Inclusion Manager manage their respective responsibilities very effectively and make an outstanding contribution to the school in this area.
- 116 Pupils' needs are accurately diagnosed at an early stage. The school has excellent procedures for identification including regular screening, tracking, and regular formal assessments and a wide range of standardised tests are used as appropriate. The school's assessment and record-keeping systems effectively identify and scrupulously record progress and provide clear and comprehensive data for future well-focused intervention.
- 117 An appropriate register of pupils with SEN is maintained, indicating the range of support given at the 'school action' and 'school action plus' stages of the Code of Practice. Pupils on the register have their own individual educational plans. These are written by class teachers in conjunction with the co-ordinator. They are of high quality, pupil-friendly, and include clear targets and achievement criteria and identify appropriate strategies which are to be used. Currently,

there is no register for more-able and talented pupils and individual programmes for them are not produced. In order to match the overall high quality provision for additional learning needs evident in all other areas of school life, the school has identified the need to formalise systems for meeting the needs of this group of pupils. Annual review procedures meet all legal requirements. Parents and pupils are involved fully in the process throughout.

- 118 Pupils on the register are extremely well supported within their classes and through individual and group withdrawal. Lessons are effectively organised with their needs in mind and pupils are consistently provided with tasks and activities exactly suited to their ability level. Where pupils are withdrawn for group or individual work, their lessons generally mirror those provided in the mainstream setting. The range, quantity, quality and focus of targeted intervention provided by the co-ordinator and by well-trained teaching assistants both within classes and through withdrawal is outstanding.
- 119 The school makes good provision for pupils and children in the specialist resources bases classes. Experienced staff provide a well-planned working environment and a good range of learning opportunities for pupils with a more severe and complex range of needs. Teachers and teaching assistants collaborate very effectively in meeting their pupils' needs. Pupils from the specialist resources bases are very well included in all aspects of school life. Where they integrate for subjects such as mathematics or music they are well supported and they make good progress; however, at times, opportunities are lost to include pupils in the mainstream school curriculum. Targets set in the individual programmes are incorporated routinely and effectively into the daily curriculum planning.
- 120 Links with outside agencies, local special schools and parents are comprehensive and effective. This is an outstanding feature of provision. A range of specialist staff from both education and health services make an excellent contribution to pupils' progress. The speech therapist proficiently delivers and monitors programmes to a large percentage of the specialist resources bases pupils. The specialist teacher for pupils on the autistic spectrum also makes very effective input in providing support and enabling inclusion in the mainstream curriculum. Excellent relationships have been formed with a wide range of agencies to support pupils and families where pupils have specific social, emotional and behavioural difficulties and links with the specialist support service for pupils with English as an additional language are highly effective.
- 121 The school takes full account of pupils' social, educational, linguistic and ethnic backgrounds. It has clear and effective policies in place for equal opportunities, anti-bullying and race equality. A sense of fairness, acceptance and inclusion is evident across the school. All pupils have equal opportunities to participate in lessons and school activities. Stereotypical views and expectations are challenged robustly by staff. The school uses the information it collects well, monitoring achievement of individual pupils efficiently to ensure appropriate support and guidance. At times, the support and inclusion of all pupils with

such diverse, and often challenging, needs in the life and work of the school is exceptional.

- 122 Good race relations are promoted successfully through the overall supportive ethos, through aspects of the personal and social education programme and through the school's appropriate policies and procedures. Policy and practice effectively promote equal opportunity, gender and race equality.
- 123 The school has a well developed disability action plan and much has been done to ensure ease of access to the building for both pupils and visiting adults with particular attention to overcoming physical and visual difficulties. Relevant and useful staff training has been undertaken in increasing awareness of disability and its effect on the life of disabled adults. There is a full and detailed accessibility plan with appropriate targets to continue to promote equality in line with the Disability Equality Duty.
- 124 The school clearly recognises, respects and celebrates diversity and has an action plan to ensure and monitor its delivery and takes action to resolve problems. The specific and cultural needs of all groups are promoted in the policy and in learning opportunities for pupils. The diversity of other faiths, cultures and values is well promoted throughout the curriculum with events such as 'Black History' week raising pupil awareness and understanding.

Leadership and management

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

Grade 1: Good with outstanding features

- 125 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 126 The quality of the school's leadership and management at all levels within the school is outstanding. It is underpinned by a relentless drive to create a highly effective and inclusive learning environment in which pupils have the maximum opportunity to achieve their very best. Many improvements have been made and many strategies successfully implemented. However, their full effect is yet to be realised and so the team agree with the school's judgement of grade 2 for standards in key question 1.
- 127 In the short time since the amalgamation, leaders and managers have created a single school with a strong sense of purpose and unity. At the heart of this has been the energy, commitment and passion shown by the head teacher in relentlessly pursuing change and improvement in every aspect of school life. She has successfully transferred to all colleagues her determination to make the school into a centre of excellence in which all pupils are encouraged, supported and provided with every opportunity to achieve. Leaders and managers at all levels share the same vision and goals.
- 128 These values are clearly expressed in the school's mission statement and main aims and form the basis of its policies, procedures and practice. Such formal statements of purpose are well suited to the age and abilities of the pupils and successfully promote full equality of opportunity. The excellent, complementary skills, expertise and support provided by the two deputy head teachers have been instrumental in establishing the new school's ethos.
- 129 The senior leadership team is very well informed and makes a valuable contribution to monitoring, evaluation and planning and ensuring that agreed strategies to improve teaching and learning are effectively applied. Members of the team fulfil their responsibilities with total energy and commitment. A key aspect of their role has been their success in fostering a real sense of equality, tolerance, understanding and respect for diversity. These are strong, distinctive features that reflect good leadership.
- 130 Subject leaders have clear responsibilities which they effectively and successfully undertake with commitment and enthusiasm. They work very closely with colleagues and provide good direction and support. The impact of their work is reflected in the many improvements in standards identified across the whole curriculum since the previous inspection. The Additional Educational Needs co-ordinator and the Inclusion Manager provide dedicated and valuable support to colleagues throughout the school in supporting the academic and

personal needs of pupils on the SEN register. Similarly, leaders with key responsibilities for a wide range of aspects of provision such as, for example, the Foundation Phase, are very knowledgeable about their areas.

- 131 The school is highly effective in setting and achieving agreed overall targets and goals. The school improvement plan comprehensively identifies many areas for improvement across all aspects of school life. It monitors the effectiveness of its strategies for achieving set targets rigorously. Similarly, systems for setting rigorous and relevant targets for individual pupils, for different ability groups and for different cohorts of pupils are well established and highly effective across nearly all areas of school life.
- 132 Teachers and teaching assistants develop their own knowledge and skills and improve their effectiveness in meeting the school's developmental needs through the school's well established performance management systems. Newly-qualified teachers receive thorough and effective support from the school. The school provides a wide and comprehensive range of professional development to staff at all levels. This has been a key factor in improving provision and raising standards.
- 133 The school takes outstanding account of national priorities such as the implementation of the Foundation Phase and the Curriculum Orders, 2008. The school is on the verge of achieving further accredited success in national initiatives relating to healthy schools and education for sustainable development. The school provides well-attended Welsh Assembly government-funded breakfast clubs and a wide range of support for parents.
- 134 The school has an excellent relationship with LA and participates fully in a wide range of initiatives designed to improve provision and raise standards. It has introduced a comprehensive and effective range of focused, well managed and successful initiatives to help pupils of all abilities to achieve higher standards and to re-connect with learning. The range of support and intervention is an outstanding feature.
- 135 The governing body is very supportive of the head teacher, staff and pupils and fulfils its responsibilities in full. The chair of governors is very committed to the school and is very well informed. He works closely with the head teacher and is actively involved in the daily life and work of the school. All governors have clearly-defined roles and responsibilities that they take very seriously, many visit regularly. There is an induction programme for new governors.
- 136 Governors play an important role in determining the strategic direction of the school and have a clear vision of its future. They have a good oversight of the budget and supervise expenditure carefully. Decisions on spending priorities are closely linked to the priorities in the school improvement plan. Governors are well informed by the head teacher in very comprehensive reports on the curriculum and pupils' progress and through classroom observations. The governing body fully meet all statutory requirements.

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

Grade 1: Good with outstanding features

- 137 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 138 A culture of self-evaluation is firmly embedded in the life and work of the school. The school's self-evaluation procedures and improvement plans are meticulous; they incorporate extremely detailed descriptions and evaluations. There is, however, scope for the procedures to be streamlined without reducing their effectiveness.
- 139 An integrated programme of self review and improvement planning is overseen by the head teacher and senior managers, and incorporates contributions from all members of staff. Senior managers and subject co-ordinators undertake rigorous evaluations of all subjects and other aspects of the school's work, basing their scrutiny on point-by-point comparison with the Estyn inspection framework.
- 140 The head teacher has been proactive in providing training for all staff in self-evaluation practices. This has ensured that self-evaluation is rigorous, accurate, consistent and honest. The self-evaluation report produced for the inspection is outstandingly detailed. It is accurate in its overall judgement; it matches the judgements of the inspection team in all seven key questions.
- 141 Monitoring of standards of attainment is undertaken by a programme of sampling, moderating and levelling pupils' work. Teachers' plans are scrutinised and a programme of classroom observations ensures that subject leaders have a clear overview of their subjects. Teachers ensure that the views of pupils are sought during self-evaluations; consequently, listening to learners is included in the self-evaluation programme. Also, the school council is consulted formally. Careful analysis of a range of data, including on-entry and baseline assessments and the tracking of pupils' progress through the key stages is well developed and enables the school to identify areas in the curriculum where learners can improve. The statutory management of teachers' performance is effectively managed. It is complemented by performance reviews of staff at all levels.
- 142 All teaching and support staff are fully involved in the cycle of school improvement. Although the school issues questionnaires to parents, the school is continually seeking ways of increasing their involvement. The governing body is fully committed to the self-evaluation and improvement planning process.
- 143 School improvement planning is extremely detailed. The plan itself is complex and extends to multiple documents. It comprises a number of separate improvement plans for subjects, areas and aspects. Details of tasks, responsibilities, costs and measurable success criteria are provided. In

addition, each subject co-ordinator compiles an improvement plan for their subjects. These plans comprise multiple targets, often with no clear indication of their priority which in some areas reduces their effectiveness.

- 144 The governing body and head teacher ensure that the financial implications of the school improvement plan are adequately supported. Decisions relating to expenditure are endorsed by leaders and managers, including the governing body.
- 145 Actions taken since the amalgamation of the former infant and junior schools have resulted in significant improvements across many areas of school life including standards, quality of teaching, assessment, pupil behaviour, parental links, and accommodation. Overall, progress since the inspection of the two former schools, particularly in the junior department, has been outstanding.

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

Grade 1: Good with outstanding features

- 146 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 147 The school is very well staffed with suitably-qualified and experienced teachers to meet the needs of its pupils. Following the introduction of the Foundation Phase, the school has fully met recommended staffing ratios and, in many instances, exceeded them. All staff members have up-to-date, detailed job descriptions linked to their subject specialist roles. There is a good blend of youth and experience and staff, including external specialists, share their knowledge openly and willingly. This is a strength of the school. A large team of dedicated, well-qualified teaching assistants provide valuable support to teachers with planning, teaching and recording pupils' progress.
- 148 Very strong emphasis is placed on the continuous professional development of all staff. Teachers update their teaching skills and knowledge by attending a wide variety of well-planned training sessions both within and outside school. Professional training is mirrored to the needs, requirements and priorities of the school as well as to individual personal development.
- 149 Management responsibilities are appropriately allocated. The school has adopted effective procedures to fulfil the requirements of the teachers' workload agreement. In accordance with statutory requirements, teachers are provided with designated time to plan and prepare for their lessons. This is managed very effectively. A physical education specialist undertakes the cover for this, thereby ensuring continuity, progression and the achievement of good standards in that subject.
- 150 Highly effective administrative support is provided and this ensures school life runs smoothly and efficiently. The caretaker and cleaners maintain outstanding levels of cleanliness within the building. Designated staff oversee the well-

attended breakfast club and provide healthy, nutritious lunches for the pupils. The importance of their contribution to school life is highly valued.

- 151 The school is very well resourced for all subjects. Learning resources are of good quality, in line with school priorities, and suited to the age and educational needs of pupils. They are readily accessible within spacious classrooms and in central locations. Previous investments have made a positive impact on pupils' standards and achievements. The school has recently invested in information and communications technology with the purchase of new laptops for classroom use. All classrooms have interactive whiteboards and there is a well resourced computer suite. Good use is made of the indoor resources in the Foundation Phase. The range and quality of resources is reviewed annually by subject leaders.
- 152 Many internal and external improvements have been made, and have been ongoing since the amalgamation of the two schools. These include adaptations to most classrooms, a new roof, disability ramps, enhanced entrance area and redecoration and carpeting of many areas. The present accommodation includes two spacious halls, many additional offices and group activity areas, large hard play areas and conference room facilities, all of which provide an outstanding setting for teaching and a stimulating environment for all pupils. Attractive art displays throughout the school show a wide range of pupils' work to maximum impact. Spacious classrooms are suitably augmented by good quality displays that enhance the learning environment and have a positive impact on the ethos. The Foundation Phase classrooms are very well stocked with appropriate materials and books.
- 153 Outside play areas have been rightly selected by the Friends of Windsor Clive as a focus for their fundraising in the coming months as part of the school's action plan to improve present facilities. Good use is made of the local environment, the community and various educational centres, such as museums, to support pupils' learning.
- 154 Highly effective and efficient use is made of all available resources. The financial implications of all priorities in the school improvement plan are set out and rigorously monitored. The school is very successful in securing grants from a range of external sources. The head teacher, senior management team and governing body finance and staffing sub-committees review the school's needs as well as resources on a regular basis. This is an outstanding factor in the overall management of the school. It also raises valuable funds through many school events.
- 155 Overall, in the context of their low starting point for the majority of pupils, most pupils progress well and achieve good standards. Therefore, the school provides good value for money.

Standards achieved in subjects and areas of learning

Areas of Learning in the Foundation Phase

- 156 The overall quality of the educational provision for the under fives is appropriate to their needs and children are making very good progress towards the Foundation Phase Outcomes.
- 157 On entry, the majority of children are well below average in the development of their communication, numeracy and social skills.

Personal and social development, well-being and cultural diversity

Grade 1: Good with outstanding features

Outstanding features

- 158 Children throughout the Foundation Phase have an excellent understanding of expectations regarding behaviour. They are keen to undertake their tasks, and the majority concentrate for exceptionally long periods of time. They show outstanding levels of independence when making decisions. Most children are aware of the importance of being a good friend, and undertake collaborative work involving decision-making and role-play in the 'building site.'

Good features

- 159 Most children convey and express their feelings easily. They are keenly aware of the need to be considerate of others' feelings. They play happily together, sharing toys and equipment and taking turns fairly. They help each other with zips and the majority ask for help if required. They have a good understanding that all living things need love and care, and know it is wrong to hit others. Older children are beginning to understand the need for targets so that they can improve their skills, and complete their 'Must Do' tasks diligently.
- 160 Throughout the Foundation Phase, most children develop a firm sense of identity as they see themselves in mirrors and photographs. Many children know how to make healthy food choices and older children discuss the benefits of exercise knowledgeably. Nearly all children have a keen awareness of the importance of good hygiene, and the youngest children participate eagerly in the teeth brushing exercises.
- 161 Children have a good knowledge of a few symbols that represent Welsh culture, for example, younger children are familiar with 'Dewi the dragon'. Most older children have a good awareness of other cultures and realise that everyone is equally important, despite cultural differences.

Shortcomings

- 162 There are no important shortcomings.

Language, literacy and communication skills

Grade 2: Good features and no important shortcomings

Good features

- 163 The majority of children have good listening skills, and listen carefully to instructions and to stories read by adults. They talk confidently about their activities and share news from home enthusiastically. Most children speak with increasing confidence and clarity, using newly-acquired vocabulary learnt in effective role-play situations, such as the dentist's surgery or the pet shop. Older children sequence their ideas effectively when talking about their visit to the woodland area or describing what they see outside the classroom.
- 164 Most children show a keen interest in books, especially books and magazines about builders, and distinguish easily between print and pictures. Older children begin to understand the importance of initial sounds in words, and make effective use of appropriate vocabulary when discussing books.
- 165 Both younger and older children understand that writing can be used for many purposes, such as a shopping list when visiting the pet shop, or making appointments in the dental surgery. Younger children experiment effectively with a range of materials to make marks and lines. Older ones are beginning to write simple sentences independently, and most of them make good use of the writing they see in displays to develop letter recognition.

Shortcomings

- 166 There are no important shortcomings.

Mathematical development

Grade 2: Good features and no important shortcomings

Good features

- 167 The majority of children have a firm understanding of number work though participating in a wide range of oral, practical and play activities. Younger children show a sound understanding of basic numbers to five and beyond, and have a good recognition of sequence and pattern in relation to shape and colour; for example, when threading beads. Many older children count confidently to ten and above, and most of them estimate sensibly when finding out how many teddies are in a jar. Nearly all sort, classify, arrange and compare objects in various contexts; for example, they sort animals by type easily. Many have a basic knowledge of what happens in the adding and subtracting processes and can identify simple number bonds.
- 168 All children have a good knowledge of number rhymes and counting songs, and join in enthusiastically in group and class activities, such as number games based on parts of the body. This develops their interest in numbers.

- 169 Many children use mathematical language, such as 'more than', 'less than', 'full' and 'empty' appropriately; for example, when playing with construction toys or sand. They name and have a good understanding of the features of two-dimensional shapes. They are aware of the purpose of money as they role-play in the pet shop and measure with a good degree of accuracy. Most children apply their mathematical knowledge well to practical situations; for example, they measure pipes and weigh sand in the building site.

Shortcomings

- 170 There are no important shortcomings.

Welsh language development

Grade 3: Good features outweigh shortcomings

Good features

- 171 Nearly all children are enthusiastic about learning Welsh, and are eager to recall words and phrases they have learnt related to caring and sharing; for example, during snack time. They have a good understanding of the Welsh names of the foodstuffs used by staff during this time. They listen well to Welsh songs and sing in a lively way, linking the words to appropriate actions that demonstrate good understanding of the words. They pronounce the words of songs correctly.
- 172 Younger and older children count to ten confidently in Welsh when playing language games. Most older children identify colours in Welsh, and have a good understanding of daily greetings and simple instructions. They understand more than they can speak, and most usually respond appropriately through deeds rather than words. They observe Welsh signs in the classroom displays, and show a good understanding of the words.
- 173 Younger children describe the Welsh flag accurately and talk to 'Dewi the dragon' about Wales. Occasionally, a few try to speak to him in Welsh. Older children know they are Welsh, and that they live in the capital of Wales.

Shortcomings

- 174 Children's use of incidental Welsh and bilingual skills is too infrequent. They do not acquire sufficient familiarity with Welsh to enable them to use the language confidently.

Knowledge and understanding of the world

Grade 2: Good features and no important shortcomings

Good features

- 175 Nearly all children have a good knowledge and understanding of the world around them. They make informed comments about the weather, the seasons, noises they hear in the woodland area, and textures of a variety of

materials. Their knowledge of people who help them; for example, the doctor and the dentist, is good. Much of it is gained through visitors to school and through experiences within role-play. They talk about where they live and describe their houses confidently.

- 176 Younger children accurately identify different materials, and discuss textured items found in the outdoor areas enthusiastically. Many experiment with water and name objects that float and sink. Their knowledge of colours is good, and they use a digital camera adeptly to record themselves making a circle map of blue objects. They have a good awareness of the features of the seaside. Over half of them are beginning to distinguish between past and present through studying clothing of past times in their visit to the art gallery.
- 177 Many older children experiment enthusiastically with different everyday objects and materials, and use their senses to sort them into groups according to simple features or properties. They have a good knowledge of their local area through walks and observations. They describe their local streets, shops and churches in detail, and are beginning to understand the concept of time as they think about differences between day and night, and the order of events during the school day.
- 178 Most younger children have a good understanding of the natural environment outside the classroom and most name farm animals easily. They are curious about small creatures that live in the outside areas. Through practical activities, such as digging and planting, older children are knowledgeable about the needs of plants and animals, and know the names of parts of plants. They have a good basic understanding of recycling. Nearly all older children name and locate parts of the body correctly. They make effective use of books and photographs to increase their knowledge and understanding.
- 179 Through assemblies and classroom activities all children are familiar with Bible stories; for example, the story of Noah's Ark. Special times in the Christian calendar are celebrated in school, and all children are familiar with the ideas and stories related to these festivals, and those of other religions.

Shortcomings

- 180 There are no important shortcomings.

Physical development

Grade 2: Good features and no important shortcomings

Good features

- 181 All children handle small objects successfully; for example, when playing with small scale construction sites, or the farm. They manipulate and explore materials, such as *Playdoh* effectively, by pulling, squeezing and stretching. They display good handling skills when using the computer and when playing tabletop games.

- 182 Many younger children use scissors with dexterity to cut paper into two pieces, and a few children cut round shapes effectively. All children use small writing equipment, such as pencils and crayons with increasing control, and handle jigsaws and paint brushes confidently.
- 183 All children are aware of the need to exercise, and control their bodies well when playing on large equipment. Most of them climb carefully and push and balance effectively, and handle large toys, such as scooters, with appropriate control. Many older children display good hand and eye co-ordination when throwing, catching and rolling balls in the hall, and have a good awareness of space.

Shortcomings

- 184 There are no important shortcomings.

Creative development

Grade 2: Good features and no important shortcomings

Good features

- 185 Throughout the Foundation Phase children use a wide variety of materials and resources to express their feelings. Younger children successfully investigate patterns based on natural materials. Following their visit to an art gallery, most of them create attractive paintings based on works by famous artists. They make good use of clay to make model snowmen, and their collages, based on leaves, are exciting pieces of work.
- 186 Older children show a keen awareness of line and colour in their computer art work. They mix paint independently, producing lively self portraits, and model their favourite food effectively. Their drawings show good attention to detail, as a result of careful observation.
- 187 Both younger and older children are acquiring good listening skills as they listen to and explore sounds. They show a basic understanding of the elements of music, such as keeping a steady beat, and creating loud and soft sounds. They make music effectively, indoors and on the outdoor stage, using a range of instruments. Nearly all children respond well to music, and dance and move sensitively to CDs. They perform a variety of songs effectively, giving good attention to intonation.
- 188 In their role-play sessions, younger children play imaginatively in the dental surgery, whilst older children play happily in the pet shop and the doctor's surgery. They show enjoyment when fulfilling the roles of shopkeeper, receptionist or patient.

Shortcomings

- 189 There are no important shortcomings.

Subjects

English

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

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

Good features

- 190 In key stage 1, pupils talk willingly and politely to adults and are beginning to express their views with some clarity. A few more-able pupils are confident and engaging speakers. Nearly all pupils in key stage 1 listen positively and attentively to their teachers. They show clear understanding, follow instructions accurately and give considered answers to teachers' questions. Most listen carefully when other pupils are speaking and wait to respond.
- 191 In key stage 1, most pupils enjoy handling books and talk enthusiastically about stories they have read. Most pupils describe the plot of their story accurately highlighting their favourite episodes. Many pupils develop good strategies to help them with new and difficult words. Most pupils approach reading with increasing confidence and achieve good levels of fluency.
- 192 The majority of younger pupils in key stage 1 use simple words and phrases accurately to convey meaning when recounting personal news or writing descriptions. Most structure simple sentences correctly when provided with all the words. Many older pupils know sentences start with capital letters and end with full stops and try to use them appropriately in narrative-style writing. They spell simple monosyllabic words correctly. More-able pupils communicate meaning in a lively and interesting way. Their writing contains appropriate links between ideas and events and good detail for emphasis and description.
- 193 In key stage 2, most younger pupils progress well in the development of their speaking and listening skills. They listen well to instructions and express themselves formally and with growing confidence when responding to questions from fellow pupils about their work. Older pupils express their considered views confidently and precisely, listen with interest when others are speaking, and evaluating what has been said before responding. Conversations with some of the pupils are frank, lively and informative.
- 194 The majority of key stage 2 pupils read correctly and with good understanding using appropriate strategies to gain meaning. Younger pupils talk about their favourite authors and illustrators. Nearly all pupils follow and explain text accurately when others are reading. They derive meaning from the story and talk about plot and character convincingly.
- 195 By the end of the key stage, the majority read accurately, fluently and with expression. Pupils talk enthusiastically about books they have read and identify the features they enjoy. They read aloud with clear voices and appropriate expression and characterisation. The majority confidently and accurately summarise a storyline and have a good knowledge of the format of

books. Pupils across the key stage display increasingly advanced reading skills as they search for information from books and the Internet.

- 196 Pupils' writing in key stage 2 shows consistent progress in style, grammar and punctuation. Most pupils identify the key elements of story writing such as character, plot and moral. Nearly all pupils recognise the need for having a beginning, middle and end structure which they use to retell familiar stories accurately and concisely. Writing contains some lively and imaginative words, events are well organised with simple connectives used well to clarify ideas and appropriate detail used for information and effect.
- 197 Most pupils in upper key stage 2 show a developing awareness of the features of grammar and the structure of writing. The majority understand the role of paragraphs and punctuation and are knowledgeable about the use of connectives. Many pupils understand how to match the form of what they are writing to the intended audience. Writing is lively and engages the readers' interest. Many pupils have a good understanding of persuasive and discursive writing.
- 198 For a small percentage of pupils, English is an additional language. Nearly all make good progress in acquiring vocabulary and in learning to read. By the end of key stage 2, the writing of most of these pupils is good. Pupils with SEN achieve good standards in their work relative to their age and ability, and in accordance with targets on their individual education programmes.

Shortcomings

- 199 In both key stages, the quality of handwriting and general presentation lacks consistency and progression.

Welsh second language

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

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

Good features

- 200 In key stage 1, most pupils listen well and respond quickly and appropriately to simple questions, using correct phrases and sentences. They follow commands and instructions well, and nearly all learners count to ten and above confidently. Most know the names of colours and parts of the body, and describe the weather and the seasons effectively using appropriate vocabulary and sentence structure. Most pupils give positive and negative answers to questions about their pets.
- 201 Reading skills progress well in key stage 1. Most pupils recognise familiar words and phrases when reading labels, flashcards and words on a screen. They respond enthusiastically to stories and songs. Most key stage 1 pupils write simple sentences, following patterns set by teachers, describing themselves. They draw and label pictures of food effectively.

- 202 In key stage 2, pupils listen carefully and speak clearly with good enunciation. Most pupils have a good understanding and knowledge of vocabulary, sentence patterns and phrases related to the topic. Younger pupils in key stage 2, for example, have good knowledge of the names of foods and describe clearly which they like and dislike. At the end of the key stage, pupils extend their sentences through the use of connective words. Many express opinions successfully when discussing favourite television programmes.
- 203 Most key stage 2 pupils effectively retell stories they have heard or read, and read their own work with good expression and fluency. They use dictionaries purposefully to search for Welsh words.
- 204 On the whole, in key stage 2, pupils written work is good, with pupils writing for several purposes and audiences. Pupils at the upper end of the school make effective use of the imperfect and past tenses when describing the weather and when relating events that took place during holidays. Many use connective words to extend their sentences.
- 205 Pupils with SEN, or those for whom Welsh is a third or fourth language, achieve good standards and make good progress in relation to their age, ability and linguistic background.

Shortcomings

- 206 There are no important shortcomings although pupils produce insufficient written work.

Mathematics

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

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

Good features

- 207 In key stage 1, almost all younger pupils have a secure grasp of numbers from 0 to 20 and readily recognise number bonds to 10. Most successfully represent these by using apparatus and recording number sentences.
- 208 Older pupils in key stage 1 know their 2, 5 and 10 multiplication tables well and show a good understanding of how to apply this knowledge. Most pupils count on confidently in twos to 50. Almost all recognise where each number should be located on an empty number line and they show a good understanding of odd and even numbers.
- 209 By the end of key stage 1, most pupils have a firm grasp of doubling single and two-digit numbers and apply this knowledge to adding near doubles. Almost all pupils work well on addition and subtraction using single and two-digit numbers. Higher attaining pupils are developing a good understanding of place value to a hundred.

- 210 Most key stage 1 pupils show a good understanding of the names and properties of regular two-dimensional shapes. Pupils measure and weigh everyday commodities using standard and non-standard measures. Most older pupils tell the time accurately to within the hour and half-hour intervals.
- 211 The majority of pupils in key stage 2 make good progress in their understanding of the number system. The majority understand what each digit represents in a three- and four-digit number and position these correctly. Most pupils make effective progress in using their multiplication tables and develop accurate and quick thinking skills when related to a range of everyday problems. Nearly all pupils tell and record time accurately in hours and minutes. Most pupils are familiar with analogue time.
- 212 Younger pupils in key stage 2 develop a good understanding of money and calculate value quickly and accurately. Many apply these skills successfully; in investigations and solve mathematical problems confidently using a good range of paper and pencil strategies. The majority of older pupils in key stage 2 confidently use different units of measurement for time, weight, length and capacity accurately. Most correctly identify acute and right angles and use a protractor with increasing accuracy. The majority recognise and interpret correct information presented in the form of spreadsheets, graphs and charts.
- 213 Most pupils in key stage 2 understand the associated properties of two- and three-dimensional shapes. Many younger pupils begin to develop an understanding of symmetry. The majority of older pupils develop a good knowledge of the relationship between area and perimeter. More-able pupils confidently calculate the areas of compound shapes using the appropriate units of measure, including the use of associated formulas. The majority of pupils in key stage 2 make good progress in using fractions. Several more able pupils have a good understanding of the relationship between equivalent fractions, decimals and percentages.
- 214 Pupils with SEN achieve good standards in their work relative to their age and ability. Pupils with English as an additional language make good progress and achieve good standards.

Shortcomings

- 215 There are no important shortcomings.

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

- 216 In key stage 1, most pupils accurately name several light sources. The majority know that the sun is the principal source of light and that light cannot travel around corners. Many sort correctly a selection of materials and fabrics by their relative opacity. Most pupils name the five senses and accurately

identify which body parts each is reliant on. Many describe appropriate methods of finding out which liquid will decompose teeth most quickly.

- 217 Many younger pupils in key stage 2 successfully create simple circuits using batteries, bulbs and wire. They explore a range of materials and correctly identify which can be successfully incorporated into their circuits. All pupils know that mains electricity is dangerous. The majority know that that because muscles can only pull, they work in pairs around hinge joints. They design and carry out an effective investigation to test which factors influence how quickly a bar of chocolate can melt.
- 218 Nearly all older pupils in upper key stage 2 name the order of the planets of the solar system correctly. Most know that the moon is not a planet, and that it revolves around the earth. The majority correctly describe the relative sizes of the sun, earth and moon.
- 219 By the end of the key stage, most pupils have a good understanding of how to carry out a scientific enquiry. They pose questions and make sensible predictions, to which they then check with fair tests. The majority choose appropriate ways of recording and presenting their findings. Most older pupils explain accurately the properties of a range of materials and their suitability for building a house.
- 220 Pupils with English as an additional language and those with SEN achieve well and make good progress in this subject.

Shortcomings

- 221 There are no important shortcomings.

Information and communication 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

- 222 The majority of pupils in key stage 1 develop competent keyboard skills and save and retrieve work with growing confidence. Many use a wide range of graphic tools to produce lively images. Most older pupils effectively program and activate robotic toys to follow a simple route using a range of simple commands including 'forwards', 'backwards', 'right' and 'left'.
- 223 Most younger pupils in key stage 2 use a range of formatting tools in *paint* packages effectively to design and create their own work for a specific audiences. Most pupils confidently identify objects using a branching database, creating their own 'yes' and 'no' questions. Most younger pupils ably create and purposefully communicate information to a specific audience. They use a range of ideas in differing forms, linking images as pictures and sound to create their own 'talking story.' Many alter the setting of the *brush* tool to create effects which effectively illustrate their accounts. Most pupils

make effective and enthusiastic use of the interactive whiteboard in respective classrooms to consolidate their skills.

- 224 Nearly all older pupils in key stage 2 confidently move and rotate objects using an object-based graphics package; for example, to make a face from shapes in the style of Picasso. The majority of pupils colour-in different-size shapes before rotating them and then placing them effectively in their picture.
- 225 The majority of older pupils carefully consider the layout and presentation of their work in word-processing. They make considered choices about layout in relation to its purpose and intention; for example, when creating a healthy menu for the school meal. Most older pupils demonstrate competent skills when setting their own questions to 'interrogate' the data provided in spreadsheet. When making *powerpoint* presentations, the majority of pupils confidently insert photographic clips, recording sounds where appropriate to enhance overall quality and effectiveness of their work.
- 226 Good progress and achievement is made in their ICT lessons by pupils with additional learning needs and those with English as an additional language.

Shortcomings

- 227 There are no important shortcomings.

Design technology

Key stage 1: Grade 3: Good features outweigh shortcomings

Key stage 2: Grade 3: Good features outweigh shortcomings

Good features

- 228 Many pupils in key stage 1 achieve a good standard in designing and making a range of items for different purposes. They draw simple, clear pictorial plans, which indicate their choice of designs and the materials needed, and they make informed choices about the techniques to use. Many use their skills effectively in constructing toys and mechanisms with moving parts such as puppets and hinges. Many produce healthy drinks and simple foods such as fruit salads. More-able pupils have a good recall of previous work and an understanding of what they have learned.
- 229 Most younger pupils in key stage 2, including those with SEN in the upper SRB, develop good culinary skills when choosing, cutting and sorting ingredients to produce a range of healthy-eating, vegetarian sandwiches. Most pupils show good imagination and cultural knowledge when carefully designing a pizza which reflects Wales in terms of its ingredients, colour, shape and aesthetic appearance. The majority of pupils effectively evaluate where their product was successful, record the problems they encountered and note what they would do differently next time.
- 230 Most older pupils in key stage 2 pupils effectively apply their previous learning to a project requiring them to design and make a wind turbine using recyclable

materials to show how increasing wind speeds can increase energy. The majority successfully transfer the understanding gained from investigating a variety of toys with moving propellers to their own designs. They collaborate well to assemble model wind turbine kits, following instructions carefully and taking due note of health and safety guidelines.

- 231 In both key stages, many pupils evaluate their products sensibly, noting how their finished articles might be further refined. They record their views appropriately in writing. Pupils with SEN and those for whom English is an additional language make good progress and achieve good standards.

Shortcomings

- 232 Pupils in both key stages make insufficient progress in their designing and making skills and lack sufficiently extensive knowledge and understanding of a range of simple mechanisms, structures and products.

History

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

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

Good features

- 233 The majority of key stage 1 pupils develop good historical enquiry skills as they confidently use a range of well-selected sources such as photographs, illustrations and artefacts to find out about the past. Most pupils ask and answer questions about events long ago and are beginning to make some informed judgements based on historical evidence; for example, when sequencing events on a simple time line.
- 234 All pupils in key stage 1 extend their historical knowledge well when researching the life of famous people; for example, Florence Nightingale. Most pupils use their observational skills effectively when making comparisons between hospitals, facilities and the nursing care during the Crimean War. By the end of the key stage, nearly all pupils are developing a good chronological awareness.
- 235 The majority of younger pupils in lower key stage make intelligent observations comparing the living conditions during Victorian times and those of today. They demonstrate a good sense of chronology as they describe how everyday objects have changed over the passage of time. Most pupils use a range of historical information effectively when related to life in Tudor Britain. They give reasoned comparisons between life then and now with regard to the causes and consequences of religion in daily life.
- 236 Most older pupils in key stage 2 confidently describe the main historical characters present in Roman Britain, correctly identifying the main changes between life in the Celtic and Roman periods. Pupils enthusiastically role-play as museum curators in a transformed museum-like classroom containing a wide range of appropriate historical artefacts. Most pupils undertake good

individual research tasks, ensuring that selected artefacts are accompanied by a relevant and appropriate range of questions.

- 237 Good progress and achievement is made in their history lessons by pupils with additional learning needs and those who have English as an additional language.

Shortcomings

- 238 There are no important shortcomings.

Geography

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

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

Good features

- 239 Nearly all pupils in key stage 1 explore the local area to identify different types of buildings, and recognise and explain well how people's actions can either improve or damage the environment. Most draw simple, clear maps and use appropriate directional language to describe the route of their walk.
- 240 Older pupils in key stage 1 pose sensible questions about the characteristics of Morocco after receiving a postcard from there. Many correctly state that Morocco is a much bigger country than Wales, and that its climate is drier and hotter. Most pupils know that maps and globes are helpful in locating and describing countries.
- 241 Many younger pupils in key stage 2 arrange labelled strips of paper to assemble a correctly-orientated map of the streets surrounding the school. Most pupils correctly distinguish between the natural and human features of an area such as Cardiff Bay.
- 242 Most older pupils in key stage 2 correctly label a prepared map to show the countries of the United Kingdom and their capital cities. The majority understand that a continent comprises many countries. Many pupils correctly label eight points of the compass. They understand how colour keys can be used for different purposes in mapping, including indicating relief.
- 243 Most pupils at the end of the key stage understand the distinction between the causes and consequences of rising sea levels and relate this effectively to geographical areas such as Bangladesh and New Orleans. Many make very good progress in compiling a series of hyperlinked pages for the school website on the subject of climate change.

Shortcomings

- 244 There are no important shortcomings.

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

- 245 Based upon the topic of light, pupils in key stage 1 carefully observe features such as colour, shape, form, line and tone and use them effectively to produce lively work of a good standard. In their pencil and pastel drawings of fruit and in their paintings relating to the Jewish festival of lights, Hanukkah, most younger pupils in key stage 1 show accurate use of line and shade to achieve a variety of chosen effects. Most older pupils experiment effectively with paint on wet paper and with charcoal in landscapes in the style of Kyffin Williams to create dramatic contrasting effects. More-able pupils show good observational skills when creating 'fire' paintings or replicating Van Gogh's 'Sunflowers' to a good standard.
- 246 Nearly all younger pupils in key stage 2 show a good aptitude in drawing, copying and designing their own Welsh love-spoons. The highly-effective finished drawings show both imagination and keen attention to detail. Many pupils produce dramatic mono-toned colour paintings in the style of Picasso and show a good appreciation of subtle colour mixing and the effective use of lettering. Their critical writing about Picasso's original works show good understanding of purpose and technique.
- 247 Most older pupils in key stage 2 knowledgeably discuss the way the human form has been identified by artists across a wide range of historical and contemporary periods. They examine in detail the treatment of detail such as facial lines, folds in clothing, fingers, eyes etc. which they replicate effectively in their own drawing. The majority of pupils at the end of the key stage have a good knowledge of the way colour, design, texture and material of tiles can enhance the appearance of buildings. Following experimentation with colour-mixing to create interesting combinations and contrasts, they confidently and successfully re-create observed styles in a variety of media to dramatic effect.
- 248 Most pupils offer constructive and appropriate evaluation of their own and each other's work and flexibly incorporate each others' suggestions to improve their own work.
- 249 Pupils with SEN and those with English as an additional language engage fully in art and produce work of a high standard

Shortcomings

- 250 Although there are no important shortcomings, older pupils lack knowledge of famous Welsh artists, craft workers and designers.

Music

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

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

Good features

- 251 Most pupils listen to a wide range of music critically and make discrete distinctions between various musical elements. Most pupils recognise and correctly describe certain musical characteristics; for example, *pitch*, *timbre* and *tempo*. The standard of singing is good overall.
- 252 Nearly all pupils in key stage 1 correctly identify high and low notes and loud and soft. They demonstrate, with growing confidence, a good sense of rhythm as they mark the beat of a song by clapping in time to a familiar Welsh nursery rhyme. All pupils follow the direction of the teacher conductor carefully and improve their performance with practice.
- 253 Pupils in key stage 2 listen to a wide range of music critically. Most recognise the musical sounds made by the different families of instruments in an orchestra.
- 254 In upper key stage 2, groups of pupils successfully create a composition to reflect the sound of waves on a sea shore indicating the emotions of 'calmness' and 'anger'. Good standards of singing are achieved as most pupils sing with increasing control of *breathing*, *diction*, *dynamics* and *pitch*.
- 255 Nearly all key stage 2 pupils achieve good standards as they confidently combine and organise sounds for composing and arranging their own music. In upper key stage 2, all pupils confidently work with peers to develop ideas to produce compositions reflecting an African lullaby, with pupils playing selected instruments under the musical direction of a fellow pupil.
- 256 Most pupils plan and make appropriate decisions about which instrument is best suited to portray a particular musical element. More-able pupils accurately commit their compositions to simple notation. The majority use a number of playing techniques successfully which they practice and evaluate in order to improve their performance. Most pupils evaluate each other's work thoughtfully. Many pupils speak confidently about the emotions that a piece of music can evoke and how lyrics contribute to the emotional context.
- 257 Good progress and achievement is made in their music lessons by pupils with SEN and those who have English as an additional language.

Shortcomings

- 258 There are no important shortcomings.

Physical education

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

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

Good features

- 259 Nearly all pupils in both key stages work energetically in lessons and concentrate extremely well on their tasks. They recognise and understand the beneficial effects of exercise on the body.
- 260 Nearly all key stage 1, pupils show a good awareness of space in their dance lessons based on the story of the 'Three Little Pigs'. They move confidently when travelling and performing sequences of movements individually and in groups, as they build imaginary straw houses. Most pupils display a good awareness of the body, and respond with sensitivity to various stimuli. They plan and evaluate their work sensibly.
- 261 In key stage 2, pupils dribble, stop and hit the ball with good control and accuracy when playing hockey. In competitive situations, they move into spaces and attack and defend skilfully. In basketball lessons, the majority of pupils make effective use of their skills of passing and bouncing the ball, and play well with others in small-sided games. The majority of key stage 2 pupils review and evaluate their own and others' performance well, showing good awareness of success criteria. They offer constructive comments to their peers, referring naturally to terms such as defending and tactics.
- 262 Many pupils take part regularly in a variety of extra-curricular sports clubs, which have a good effect on standards in various areas. They benefit greatly from being coached by professional players and coaches in cricket, tag rugby, netball, basketball and karate in the after-school activities. Many pupils participate in competitive team games, and benefit socially from such occasions. Although not observed, a range of secondary evidence indicates that most pupils progress well and achieve good standards in swimming.
- 263 Pupils with SEN and those for whom English is an additional language participate energetically and reach good standards in this subject.

Shortcomings

- 264 There are no important shortcomings.

Religious education

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

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

Good features

- 265 Nearly all younger pupils in key stage 1 have a good knowledge of the names of the books sacred to Christians, Muslims and Jews. The majority know the importance of rules in guiding people's actions and make good comparisons between the rules offered to Moses and the rules by which we live today.
- 266 In upper key stage 1, most pupils can explain why the Torah, menorah and Shabbat are important to Jewish people. They understand that the Jewish Sabbath begins at sundown on a Friday and, when simulating the Shabbat meal, wear yarmulkes and set a table with candle, Kiddush cup and challah bread.
- 267 Many pupils in lower key stage 2 begin to compare Christian and Jewish faiths, and clearly explain some of their similarities and differences. They compare the festivals of Christmas and Hanukkah. The majority ask and accurately answer simple questions relating to Muslim artefacts.
- 268 Most older pupils in key stage 2 recognise differences between the Bible, the Torah and the Koran. They use their previous knowledge to ascertain the languages each was written in, how they acquired their names and the ways in which they should be handled.
- 269 In their study of leaders, many older pupils at the end of key stage 2 provide carefully considered examples of the qualities of a good leader; they say that a leader may be brave, caring and wise. They give the examples of Moses, Mohammed and Ghandi. Most pupils draw a picture strip correctly ordering the important events in the life of Jesus.

Shortcomings

- 270 There are no important shortcomings.

School's response to the inspection

The head teacher, staff and governors of Windsor Clive Primary School welcome the Estyn report following the full inspection undertaken in January, 2010. The awarding of the highest grades in five of the seven key questions, affirmation of the school's own self-evaluation outcomes and acknowledgement of the school's many outstanding features and strengths are particularly pleasing for the newly-formed school.

We are delighted that the report acknowledges the dramatic progress and many improvements made since the previous inspections and in creating a unified, single school in the short time since amalgamation. We are proud that the report acknowledges the meticulous culture of self-evaluation and the highly effective arrangements for professional development at all levels which underpin the effectiveness of the school's improvement measures.

We are particularly pleased that the report recognises that the essence of Windsor Clive Primary's effectiveness is in the shared vision amongst all staff which is to create a "centre of excellence" for all, supported by energy and commitment from the team and outstanding working relationships between all staff and pupils.

We are proud that the report states that arrangements for care, support and guidance for pupils are outstanding, that the school makes outstanding provision for pupils with additional learning needs and that the support and inclusion of pupils with diverse and often challenging needs is exceptional.

The positive endorsements together with constructive feedback received from the inspection team will enable the school to build on these achievements for continuing improvement. The report makes four recommendations which had already been identified within the self evaluation report and school improvement plan.

The staff and governors would once again like to thank the inspection team for their professionalism and courteousness throughout the inspection and for the integrity with which they undertook their roles which was valued by the school team.

Appendix 1

Basic information about the school

Name of school	Windsor Clive Primary School
School type	Primary including Foundation Phase
Age-range of pupils	3-11
Address of school	Grand Avenue, Ely, Cardiff
Postcode	CF5 4HX
Telephone numbers	02920591297 02920591240

Head teacher	Mrs J.V. Meadows
Date of appointment	September, 2008
Chair of governors	Mr E. Lewis
Registered inspector	Dr Jim Hewitt
Dates of inspection	January 18- January 21 2010

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N 37.5 fte	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	42 am 35 pm	50	35	51	39	42	43	40	377

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	18	6	21

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	16:1
Pupil: adult (fte) ratio in nursery classes	6.4:1
Pupil: adult (fte) ratio in special classes	3.5:1
Average class size, excluding nursery and special classes	23
Teacher (fte): class ratio	1.3: 1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2008	71.1	83.4	86.7
Spring 2009	73.5	89.6	90.7
Summer 2009	76.1	88.9	90.8

Percentage of pupils entitled to free school meals	50%
Number of pupils excluded during 12 months prior to inspection	15

Appendix 3

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

Windsor Clive Primary School
Cardiff

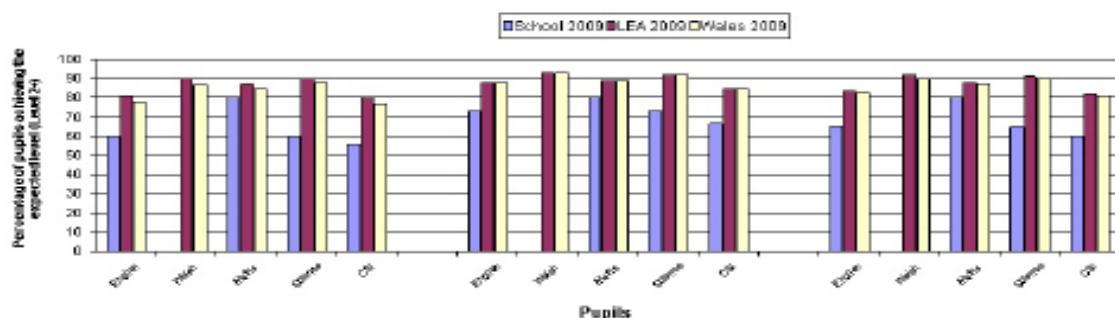
LEA/School no: 681/2318

School comparative information: National Curriculum Assessments 2009 with benchmarking

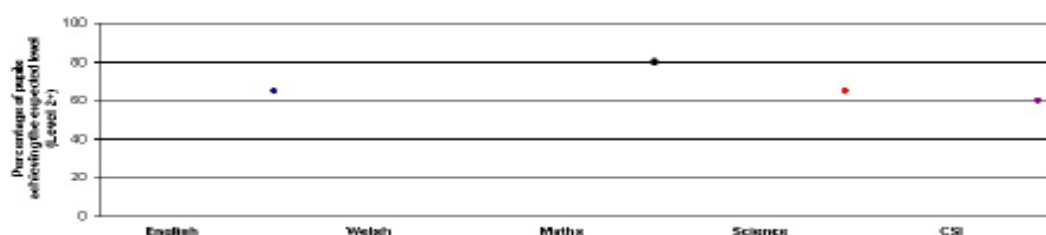
Key Stage 1

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	60	81	78	73	88	88	65	84	83
Welsh	-	90	87	-	93	93	-	92	90
Maths	80	87	85	80	89	89	80	88	87
Science	60	90	88	73	92	92	65	91	90
CSI	56	80	77	67	85	85	60	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 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		64	83	74		82	
Welsh		83		94		100	
Maths		72		80		88	
Science	80	75		86		95	
CSI	60	62		70		78	

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 2 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.

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

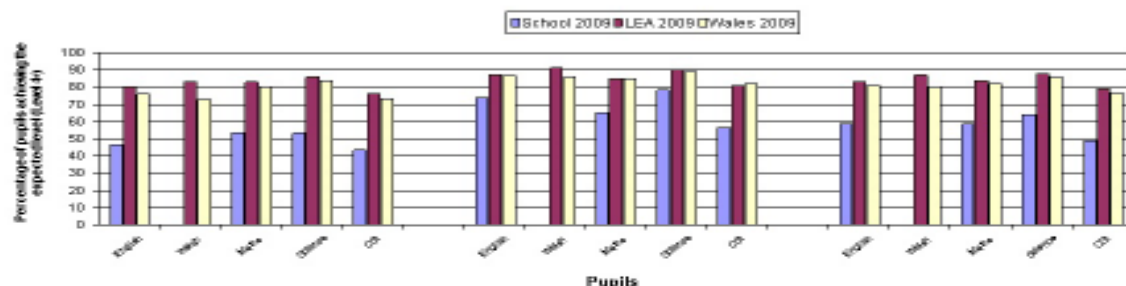
Windsor Clive Primary School
Cardiff

LEA/School no: 681/2318

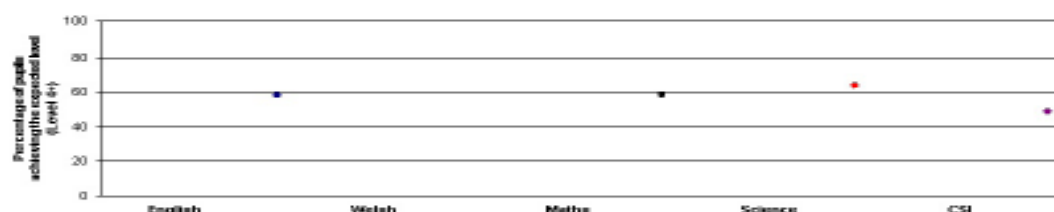
School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

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	47	80	76	74	87	87	58	83	81
Welsh	-	83	73	-	91	86	-	87	80
Maths	53	83	80	65	85	85	58	84	82
Science	53	86	84	78	90	89	64	88	86
CSI	43	76	73	57	81	82	49	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 32 per cent eligible for FSM

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English	58	63		73		81	
Welsh		64		70		84	
Maths	58	65		74		83	
Science	64	71		81		88	
CSI	49	56		67		76	

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.

Report created by DEWI on 25/09/2009

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Appendix 4

Evidence base of the inspection

Six inspectors spent the equivalent of 18 inspector days in the school and met as a team before the inspection. A peer assessor also attended for two days of the inspection. Additionally, one of the deputy head teachers acted as nominee.

These inspectors visited:

- 72 lessons or part lessons in the twelve subjects and seven areas of learning;
- 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;
- senior managers, teacher, support and administrative staff;
- groups of pupils representing each year group;
- the school council; and
- representatives of organisations associated with the school.

The team also considered:

- the school's self-evaluation report;
- 23 responses to a parents' questionnaire, nearly all of which were positive;
- documentation provided by the school before and during the inspection; and
- a wide range of pupils' past and current work; and samples of pupils' reports.

After the inspection, the team held meetings with subject departments, senior managers and governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Dr Jim Hewitt Registered Inspector	Context; Summary; Recommendations Key Question 1; Key Question 5 Aspects of Key Question 4 SEN provision; EAL provision English, Design and technology, Art and design
Mrs Zohrah Evans Team Inspector	Aspects of Key Questions 1 and 2, Bilingual provision Foundation Phase; Welsh second language
Mr Peter Clark Team inspector	Aspects of Key Questions 3 and 4 Mathematics, History, Music and Information and communication technology
Mr Chris Dolby Team Inspector	Key Question 6 Aspects of EAL Science, Geography and Religious education
Mrs Delyth Parris Team Inspector	Aspects of Key Question 4 SEN provision and standards in resource bases
Mrs Caterina Lewis Lay Inspector	Aspects of Key Questions 1, 3, 4, and 5
Mrs Julie Thomas Peer Assessor	Contribution to lesson observations and team discussions, scrutiny of pupils' work, discussions with pupils and staff
Mrs Bethan Francis Deputy Head teacher and Nominee	Provision of information

The contractor was:

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Acknowledgement

The inspection team would like to thank the governors, head teacher, staff and pupils for their co-operation and courtesy throughout the inspection.