



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cadoxton Primary School
Victoria Park Road
Barry
Vale of Glamorgan
CF63 2JS**

Date of inspection: June 2011

by

**Mr Peter Mathias
Reporting Inspector, under contract to Estyn**

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Cadoxton Community Primary School is situated in Barry in the Vale of Glamorgan. There are 330 pupils on roll. The majority come from homes which are in a Communities First area and most come from backgrounds which have some degree of social or economic disadvantage. Thirty-two per cent are considered eligible for free school meals, which is above the local authority (LA) and national averages. Two pupils have English as a second language, but do not receive any extra support for this. No pupil has Welsh as a first language. Thirty-six per cent of pupils are considered to have some degree of additional learning needs (ALN) which is also above the local and national averages, three of whom have statements of special educational needs (SEN).

During the inspection two teachers were absent on maternity leave, their places were taken by temporary teachers. The senior management team are the same as at the time of the last inspection.

The 2010/2011 individual school budget per pupil for Cadoxton Community Primary School is £3,381 which compares with a maximum of £4,491 and a minimum of £2,756 for primary schools in the Vale of Glamorgan. The school has the 27th highest budget per pupil out of the 56 primary schools in the Vale of Glamorgan.

Summary

The school's current performance	Good
The school's prospects for improvement	Good

Current performance

The school is good because:

- standards are good;
- pupils' skills in literacy are well developed;
- Welsh language development is good;
- nearly all pupils have positive attitudes and are enthusiastic learners;
- there is a very positive ethos across the school; and
- provision for pupils with ALN is excellent.

Prospects for improvement

The prospects for improvement are good because:

- the school has made good progress in addressing the key issues of the last inspection;
- the leadership and management of the school is experienced and effective;
- planning for improvement is very detailed and accurately focused on the needs of the school; and
- the school is actively engaged in working with other partners to continue to raise standards.

Recommendations

In order to improve further, the school needs to:

- R1 have higher expectations of what more able pupils should achieve;
- R2 raise standards in national teacher assessments, so they reflect more accurately the standards pupils achieve in lessons and review assessment arrangements to ensure reliability;
- R3 make more consistent the good practice in promoting pupils' skills in assessing their own learning and in using these skills to raise standards further; and
- R4 continue to take steps to improve attendance.

What happens next?

Cadoxton Community Primary School will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

From the evidence of pupils' work in classes and from samples of pupils' previous work, standards in the school are significantly higher than national teacher assessments at the end of KS2 would suggest.

Many pupils enter the school with low levels of basic skills compared to those usually found amongst pupils of their age. Nearly all make at least the progress it would be reasonable to expect of them and many exceed it.

Because this school began the introduction of the Foundation Phase before most other schools, there is no reliable information about the performance of pupils in Y2 in 2010. However, from the evidence of pupils' work, nearly all attain the expected levels.

Results in national teacher assessments for eleven year olds in 2010 in English, mathematics and science were below family, local and national averages as well as the performance of similar schools. In addition, few pupils achieved the higher levels. However, there is a positive trend of improvement and standards were significantly higher in 2010 than in 2007.

In 2010 the school performed close to, but below most of the family of schools across Wales to which it belongs. The trend of improvement is positive and standards are significantly higher now than in 2007.

As in previous years, in the 2010 assessments boys and girls attained similar results in the core subjects, but girls out performed boys at the higher Level 5. Those entitled to free school meals generally did not perform as well other pupils. Most who were identified as more able and talented attained the levels expected of them, but a minority did not. Those with ALN often make very good progress.

Across the school most pupils speak and listen well in a range of contexts and develop good reading skills. By the end of KS2 many read fluently with good expression and understanding. Many pupils' extended and imaginative writing skills, their use of numeracy and their problem-solving and creative skills develop well across the curriculum. Standards in the use of ICT are generally very good and those with ALN are particularly well challenged.

Pupils' Welsh language skills are good. In the Foundation Phase they respond well to a range of simple questions and instructions. They begin to read and write simple texts with increasing confidence. Throughout KS2 many make good progress and by the end of the Y6 they speak confidently and read with expression. Many independently write using a range of sentence patterns and relevant vocabulary.

Wellbeing: Good

Pupils feel safe within the school and are confident in its ability to protect them from physical and verbal abuse. They are highly motivated in their desire to develop healthy lifestyles.

Attendance is below the Wales and LA averages, but in line with similar schools. However, it has declined over the last two years. Nearly all pupils arrive punctually in the mornings, but a very few are regularly late.

Pupils are effectively involved in making decisions about their life in school, led by an enthusiastic school council. In particular, they are having an impact on how and what they learn.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The curriculum is broad and balanced and meets statutory requirements.

Curricular planning provides well for the full range of pupils' needs. It appropriately reflects Foundation Phase and skills framework principles.

In most classes the outcomes of assessment are well used to inform further learning. However, this does not always include planning to extend the more able. Generally, pupils understand what they need to do to improve.

The organisation of classes and groupings has a positive impact on the quality of learning. Interventions are well targeted, especially in literacy.

Planning to promote skills in literacy, numeracy and ICT is well structured. This enables all pupils to build successfully on what they already know and can do. The provision for Welsh language development and the Welsh dimension is good and this is well embedded in the school's ethos and curriculum.

Provision for pupils to know and understand their locality and Wales is good. Effective use is made of the local area and its people to provide rich learning experiences that enable pupils to gain good knowledge and understanding of the local landscape and environment, as well as the history and folklore of Barry and the Vale of Glamorgan.

The school ensures pupils develop a good awareness of the importance of sustainability. The eco committee leads this well in areas such as waste reduction, energy saving and recycling. Pupils understand the impact of such measures on the wider world through learning about current political and social events and natural disasters.

Teaching: Good

The quality of teaching is good with a few excellent features. All practitioners in the Foundation Phase have a clear understanding of pupils' needs and provide a wide range of stimulating activities for them.

Across the school teachers consistently explain what is expected of their pupils. They regularly remind them of the lesson's learning objectives and help them to engage in their activities.

In the very best lessons, teachers promote pupils' own confidence and ability to judge the performance of other and themselves. They praise and encourage all pupils to give of their best and to learn more for themselves.

Overall, teachers' use of incidental Welsh is good. They very effectively encourage all pupils to respond in English and Welsh together and to speak at length in both languages.

A particular strength is the way in which teachers and learning support assistants work together to support those who have ALN to enable them to play a full part in lessons.

Where there are shortcomings, teachers do not match work sufficiently well to the needs of all pupils, for example the more able, or make their expectations sufficiently clear. As a result, progress is limited.

Procedures for assessment, recording and reporting meet statutory requirements and inform planning and teaching. Results are systematically analysed.

Assessment for learning strategies, both oral and written, are used effectively in lessons. Feedback to pupils, both orally and through marking, enables them to know how well they are doing and what they need to do to make progress.

Reports to parents and carers are clear and informative and contain comments on progress and the way forward. They meet statutory requirements.

The school takes an active part in the local arrangements for assessment and moderation of pupil's' work at the end of KS2. However, the judgements made from these assessments do not always accurately reflect the standards of pupils' work in school.

Care, support and guidance: Good

The school makes good provision to enable pupils to understand the importance of developing healthy lifestyles. It also has good procedures for addressing bullying and other forms of harassment, although in the pupil questionnaires a few pupils indicated concerns in this area. The promotion of good attendance however, is underdeveloped.

A wide range of experiences gives pupils many good opportunities to reflect, enquire and wonder. Collective worship sessions meet legal requirements. They are held in an appropriate atmosphere of reverence and respect and are effective in developing pupils' spiritual, moral and social attitudes.

The school successfully provides for pupils' cultural development and their understanding of the wider world is good. The school works effectively with a wide range of specialist services to enhance and provide appropriate support and guidance to pupils in its care. It has an appropriate policy and has procedures for safeguarding.

Provision for pupils with ALN has some very good features and the school provides a number of very effective intervention programmes. The inclusion leader actively liaises with staff, pupils, parents and outside agencies and thoroughly monitors all support to ensure pupils progress. Individual education plans are carefully agreed with pupils and have clear targets. Reviews of progress are carried out termly with regular parental consultations.

Learning environment: Good

The school has an inclusive ethos. Pupils are free from harassment and have equal opportunities in all that the school provides. They show tolerance. Policies to promote awareness of diversity, good behaviour and disability access are in line with requirements and implemented consistently.

The school buildings and grounds are well-maintained and are in an exceptional condition for their age. Internal decoration and displays combine to create a welcoming learning environment which meets the needs of pupils well. The sports hall, which is also used by the community, is an outstanding feature. Pupils are very appreciative of the quantity and quality of their learning resources.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The headteacher and senior management team are very experienced and committed. The headteacher provides a positive lead to all staff and has achieved much in improving the fabric and ethos of the school over a long period of time.

All staff share a common commitment to providing well for all pupils and have a clear understanding of their roles and responsibilities. They have high expectations of all pupils and are focused on raising standards and in making new initiatives work.

There are good systems for those with responsibility to evaluate and make necessary adjustments for future needs, for example through the process of improving individual teacher's expertise and linking this to the school's needs.

The governing body is well-led. The chair of governors works closely with the headteacher. Governors are well-informed about their roles and responsibilities, the

standards being achieved and the initiatives in place to raise these standards further. Many governors are regular visitors to the school.

The governing body's role in holding the professional leadership of the school constructively to account is well-established. Governors play a significant part in planning for the future needs of the school and in reviewing the impact of spending decisions. The school gives careful attention to national and local priorities and meets its legal requirements in full.

Improving quality: Good

The school has a well-developed range of effective processes for self-evaluation. These provide leaders and governors with a realistic view of the school's performance and enable the school to monitor outcomes and raise standards. All teachers are fully involved in this process.

The current self-evaluation report is honest and identifies strengths and areas to be developed. The school development plan contains appropriate and realistic targets, which are prioritised. Each target has a separate, clear action plan with identified measurable outcomes.

The school is actively engaged in professional networks at a number of levels. The headteacher and staff work closely with colleagues within the cluster and family to share experiences, observe good practice and exchange strategies to raise standards. Further collaboration is planned in line with LA priorities and projects.

Partnership working: Good

The school has good partnerships with many parents, the community, other schools and educational partners, including colleges and LA services. There are beneficial initiatives and activities in partnerships with the community.

The school is one of three schools in the LA which are part of the Flying Start development to improve provision for the youngest children in the area. The school works closely with Flying Start staff.

Effective partnerships that impact well on the quality of learning are maintained with the schools in the area, including the local secondary schools.

The school takes an active part in the local arrangements for assessment and moderation of pupils' work at the end of KS2.

Resource management: Good

The school is well-provided with teaching and support staff. Their deployment is closely linked to the needs of pupils and impacts well on learning. Despite a difficult site, every effort is made to provide the best standards of indoor and outdoor accommodation. This results in well-organised and effectively maintained provision. Throughout the school there is a very good range of resources and good use is made of all available space.

Teachers make effective use of planning, preparation and assessment time and arrangements for this are well-managed. The school has met the requirements for workforce remodelling. The budget is carefully administered.

The governing body works closely with the school to ensure spending decisions provide best value and patterns of provision are maintained. Bearing in mind the way the budget is used and the standards achieved, the school gives good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Ten parents completed the questionnaire. In this small proportion, nearly all expressed positive views of the school. Most strongly agree with nearly all of the statements.

Parents are satisfied with the school. They feel their children like school, are helped to settle in and make good progress. Many think that behaviour and teaching is good. Many have positive views about the expectations the school holds for their children and that homework is helpful.

Many believe that their children are treated fairly and are encouraged to be healthy and to take regular exercise. All feel that their children are safe in school and have good support from their teachers.

All parents consider that they are well informed about their children's progress and are confident to approach the school if they need to do so. They know how to complain if necessary. All feel that their children are well prepared to move on to the next phase of their education and are helped to become more mature. They think that the school provides a wide range of out of school activities and is well run.

Responses to learner questionnaires

Ninety-two KS2 pupils completed the questionnaire. Most feel safe in school and that the school deals with bullying well. Most know who to talk to if they are worried or upset.

All pupils think that the school helps them to be healthy and nearly all feel that they have lots of chances to get regular exercise. Most pupils think that they are doing well at school and all believe that their teachers and other adults in the school help them to learn and make progress.

Most know what to do if they find work hard. They think that their homework is helpful and that they have enough equipment in school to do their work. However, only half think that other pupils behave well and allow them to get on with their work and a few think there are behaviour problems at playtime and lunch times.

Appendix 2

The inspection team

Mr Peter Mathias	Reporting Inspector
Mrs Helen Smith	Team Inspector
Mr Edward Tipper	Lay Inspector
Ms Catherine James	Peer Inspector
Mr Christopher Myers	School Nominee

Copies of the report

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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 LAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six 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 four key stages cover the following year groups:

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