



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

**Bishop Childs Church in Wales Primary School
Willowbrook Drive
St. Mellons
Cardiff
CF3 0AY**

Date of inspection: July 2012

by

Dr. P. David Ellis

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

Bishop Childs Church in Wales Voluntary Aided Primary School, opened in April 1988, is situated in the residential Cardiff suburb of St. Mellons, which is a Communities First area. It serves the locality, although a few pupils come from further afield through parental choice. The neighbourhood comprises both privately owned and rented housing and contains families with a wide range of economic backgrounds. Many pupils enter reception with skills below those expected for their age. Around 11.5% of pupils are entitled to receive free school meals, which is below the local authority and national averages.

There are currently 200 full-time equivalent pupils on roll between the ages of four and 11, taught in seven single age classes; there are no pupils of nursery age, although most attend some form of pre-school provision before entry. The school is over-subscribed and, as a result, the number on roll has remained stable since the last inspection. There are seven full-time and five part-time teachers, including the headteacher. Around 32% of pupils are registered as requiring additional learning needs support, which has risen sharply in the last year and is now above the national average; five have a statement. About 10% come from an ethnic minority background, but none uses English as an additional language. No pupils use Welsh as their first language. One pupil is looked after by the local authority.

The school was last inspected in May 2006. The current headteacher was appointed in January 2009 and the deputy head in January 2012, although he was away at the time of the inspection when his class was taught by a short-term supply teacher. The teaching and learning responsibility post-holder was temporarily acting assistant headteacher.

The individual school budget per pupil for Bishop Childs Church in Wales Primary School in 2011-2012 means that the budget is £3115 per pupil. The maximum per pupil in the primary schools in Cardiff is £19708 and the minimum is £2828. Bishop Childs Church in Wales Primary School is 85th out of the 116 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

The school's performance is good because:

- in both key stages pupils' attainment over the last five years in all three core subjects, including literacy, has been consistently good and continually above the family, local authority and Wales averages;
- most results over the last five years have placed the school among the better 50% or best 25% of similar schools;
- performance at the higher level 5 in key stage 2 has continually been exceptionally good;
- pupils' wellbeing is a strong feature of the school;
- teaching is good overall; and
- the school's spiritual ethos is excellent.

Prospects for improvement

Prospects for improvement are good because:

- there is overall an improving trend in attainment;
- the school is well led and managed;
- governors provide strong support and challenge and have high expectations of the school and its staff;
- team work is a strength of the school; and
- self-evaluation is good.

Recommendations

The school needs to:

R1 ensure all pupils benefit from the high quality of teaching and learning in the school, so that they develop good all-round basic skills and make the expected progress.

What happens next?

The school will draw up an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Across the school nearly all pupils display good oral skills. In the Foundation Phase they read well in relation to their age and ability and by the end of key stage 2 they are fluent readers. They use their reading skills effectively to improve their knowledge and understanding.

Nearly all pupils in the Foundation Phase are confident in mark-making and early writing. In key stage 2 they produce a good standard of extended writing for a variety of audiences and purposes across a range of genres. The majority have good spelling, presentation and handwriting skills.

Nearly all pupils develop their numeracy and information and communication technology skills effectively across all areas of the curriculum and in a range of contexts. The majority acquire good thinking and problem-solving skills.

Standards of oracy, reading and writing in Welsh are good. All pupils gain in confidence and in key stage 2 nearly all read a variety of Welsh texts and are able to write extensively in the language. The majority regularly communicate with each other in Welsh by using the phrases and sentences taught in class.

In both key stages pupils' attainment at both the expected and higher levels over the last five years in all three core subjects, including all aspects of literacy, has been consistently good and continually above the family, local authority and Wales averages.

Most results over the last five years have placed the school among the better 50% or best 25% of similar schools and there is an improving trend, except at the higher level 3 in key stage 1 in English. Performance at the higher level 5 in key stage 2 has continually been exceptionally good. Current data indicates that high standards have been maintained through 2012.

There is no clear long-term gender difference in performance, but girls tend to do better overall at the higher levels 3 and 5, particularly in English. No specific groups underperform.

Most pupils make good progress, so that by the end of key stage 2 they perform at or above their expected levels of attainment. However, progress and achievement are less secure for a minority of younger pupils in key stage 2.

Wellbeing: Good

Wellbeing is a strong feature of the school. Nearly all pupils know what it means to be fit and healthy. They feel happy and safe in school.

Nearly all pupils' attitudes to learning are good; they enjoy their lessons and are motivated in their work. They study effectively on their own, in pairs and in groups and successfully apply a range of strategies to solve problems. Older ones purposefully link their studies with life and work outside school. All are involved in setting their own targets to improve their learning.

All pupils are courteous and well-mannered. Nearly all behave well and show respect, care and concern for others and the world around them.

Attendance, at 96.25%, is well above the family of schools and all-Wales averages. Most pupils arrive punctually at school.

The school council is involved in making decisions on improving aspects of the school and members feel their opinions are considered and valued. Nearly all pupils display pride in their school community.

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

The curriculum is broad and balanced and relevant to the needs of all pupils. Teachers provide enriching and stimulating learning experiences that are well matched to individual ages and abilities.

Curriculum planning is consistent and comprehensive and monitored closely by the senior leadership team and subject leaders.

Provision for key skills is thoroughly planned. The strong focus on literacy and the range of intervention programmes provided have a positive impact on standards. This is a strength in the school.

There is a broad range of activities available to ensure pupils participate actively in the life of the school and have opportunities to take on additional responsibilities. Extensive use is made of cross-curricular themes, visitors, extra-curricular activities and special occasions. Residential visits provide older pupils with valuable experiences and promote their independence well.

Provision for Welsh is consistent in all subjects and time allocation is sufficient to ensure all pupils achieve well. Many staff provide good second language role models. Various initiatives have been developed to encourage the use of Welsh between pupils.

The Welsh dimension is included in most themes and subjects and is further developed through focused activities and special events, so that pupils become familiar with their Welsh heritage and the area in which they live.

Provision for education for sustainable development and global citizenship is good, for which the school has gained various awards. Pupils are encouraged to act in a sustainable manner by sharing responsibilities for recycling, reducing waste and saving energy.

Teaching: Good

Teaching overall is of a high quality. Nearly all teachers conduct lessons at a brisk pace and manage learning and behaviour very well; they expect pupils to do their best according to their age and potential. They continually praise pupils for their efforts and challenge them to succeed.

In all lessons observed teachers provide clear directions and learning objectives. They have good background knowledge and use a range of resources and teaching and learning strategies that successfully enable pupils to work independently and collaboratively. They use appropriate questioning techniques and monitor progress efficiently.

Nearly all lessons are thoroughly prepared, well-structured and effectively organised. Support staff are beneficially deployed and make an important contribution to learning, especially in relation to less able pupils.

Where occasionally teaching is less successful, planning is insufficiently detailed, time is not well managed and pupils are left for too long without intervention.

Relationships between adults and pupils are very good. All staff know pupils well and have a very caring approach to their learning and wellbeing. They cater well for individual needs.

Assessment procedures are comprehensive and provide a clear picture of each pupil's progress and achievements. Evidence is recorded systematically and effective use of data enables teachers to set realistic and challenging targets.

Assessment for learning strategies are a prominent feature of teachers' planning, marking and classroom practice in nearly all year groups. Pupils are regularly involved in a variety of self and peer assessment activities.

Nearly all work is marked conscientiously and positive verbal and written feedback is provided; advice is often given on the next steps to take. Pupils are encouraged to respond and reflect upon the feedback they receive.

Parents can discuss their child's progress through biannual consultation meetings and after the annual pupil report is issued. These reports are comprehensive and meet statutory requirements.

Care, support and guidance: Good

The school provides a high standard of care, support and guidance for its pupils.

Pupils access a wide range of activities that promote a healthy lifestyle. They have good opportunities to make healthy choices and to take part in regular physical exercise.

The provision is good for pupils' moral, social and cultural development and excellent for their spiritual development.

Personal and social education is successfully integrated into the life of the school through a range of beneficial programmes and procedures.

Various successful strategies have been developed to raise levels of attendance and to encourage pupils to take responsibility for their own behaviour. On the rare occasions when behaviour is challenging, teachers deal with it effectively.

The school has procedures and an appropriate policy for safeguarding.

The school effectively identifies and addresses the needs of pupils with additional learning needs and implements a number of intervention strategies successfully to enable them to make good progress. Individual education and behaviour plans are pupil-friendly and closely monitored; parents are involved in the review process.

There are well-established links with a range of specialist support services, which provide valuable guidance and help for staff and pupils.

Learning environment: Good

The school's positive spiritual ethos, based on its mission statement and Christian values, permeates all aspects of school life and underpins its commitment to promoting equality of opportunity and fairness and respect for all. This is an excellent feature.

Opportunities are planned for pupils to develop the skills of active citizenship and to show care and consideration for others in the school and the wider community. They learn to respect different cultures and beliefs, to challenge any negative stereotyping and to recognise and address any forms of discrimination.

The school promotes tolerant attitudes, where staff and pupils are free from any form of harassment. Although nearly half the pupils in their pre-inspection questionnaires felt bullying is not always dealt with effectively, when spoken to nearly all felt it is not a problem in the school and any incidences are addressed promptly and efficiently.

The school is fully accessible to any pupils or adults with a disability and reasonable adjustments are made when necessary.

The school has a welcoming and orderly appearance that strongly reflects its Church in Wales foundation. Classrooms are welcoming, bright and stimulating and displays celebrate pupils' work and achievements. The school is well resourced.

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

The school is well led and managed. The headteacher has taken the school forward over the last three years and has introduced various innovations and changes that

have addressed particular issues. She sets high standards and expectations and cares deeply for the wellbeing of staff and pupils.

The school's collaborative culture is a strength. The current acting senior leadership team is very supportive and staff work together very well; all belong to one or more specific teams, in which each individual has a particular role and takes on a leadership responsibility. This provides successful cohesion, especially for the large number of part-time staff.

There is a very positive partnership between the school and the governing body. Governors offer an appropriate balance of expertise and provide strong support and challenge as critical friends. They have subject interests and high expectations and are well informed about pupils' achievements and the school's priorities. Most take an active role in school life. The chair and vice-chair, in particular, are very experienced and have an excellent knowledge of the day-to-day working of the school.

There is a rolling programme of policy review. All statutory policies are in place and are signed and dated. The prospectus and governing body's annual report to parents meet nearly all the new requirements.

Initiatives that meet national and local priorities are implemented effectively.

Improving quality: Good

The self-evaluation process is informed by rigorous data analysis and effective monitoring procedures at whole-school, phase and individual staff levels. The different tools used in the process have a positive impact on standards.

All permanent teachers have a subject responsibility, are involved in regular monitoring activities and keep detailed records. They carry out their duties very thoroughly and write an annual action plan, which directly feeds into the school improvement plan.

All pupils are actively encouraged to share their views and raise issues, particularly through the school council and listening to learner arrangements. Parent surveys are undertaken on an annual basis and the results of these inform the strategic planning process.

The school's improvement plan is a detailed and comprehensive working document which sets out clear priorities and actions. Targets are clearly informed by self-evaluation data and aligned with national and local priorities.

All recommendations from the previous inspection have been comprehensively addressed.

All staff are encouraged to be reflective practitioners. They are involved in a range of professional learning communities and networks within and beyond the school. The very positive culture of collaboration and openness has helped to make these a success.

Partnership working: Good

The school has established effective links with a range of partners.

In the main, the school has good relationships with parents. It uses a variety of media, for example texting and newsletters, to communicate regularly with them.

The school invites parents to engage in their children's learning. There is an active friends' association that works hard to support the school and a 'sharing learning' partnership linked to homework, although this is not always provided consistently.

There are good links with local playgroups which help pupils settle in quickly in the reception class and developments are being implemented by the school to improve the transition from the Foundation Phase to key stage 2. Good arrangements exist to ease the transfer from Year 6 to secondary education.

There are effective links with other schools in the local Church in Wales cluster. Pupils' work is carefully moderated within the school and with cluster partners to ensure accuracy of results.

There is a constructive partnership between the school and the local authority.

Most pupils are given opportunities to contribute to, and benefit from, activities within the local community. There are good links with training providers, churches, the diocese and businesses. A number of retired volunteers regularly help in school. The junior police constable scheme exemplifies excellent practice.

Resource management: Good

The school has a full complement of well-qualified and experienced staff, a number of whom work at the school on a part-time basis. An innovative system of management has been successfully developed to ensure all are effectively deployed and included as an integral part of the school team.

Ancillary staff, many of whom take on multiple roles, make an important contribution to the efficient administration and maintenance of the school.

Performance management procedures meet statutory requirements and are linked closely to individual and whole-school priorities. All staff are involved and have experienced recent and relevant training linked to their targets and team roles.

In-house staff development also occurs regularly. Training activities are reflected upon, followed up and evaluated and outcomes are disseminated to other staff. Teachers have also visited other schools to see best practice.

All requirements of the national workload agreement are met. The senior leadership team's allocated management time and teachers' planning, preparation and assessment time are effectively organised through the deployment of internal and external teachers and a higher level teaching assistant.

The school manages its accommodation, resources and budget well. The previous underspend has now been reduced to less than 5% and, following the most recent audit report, financial controls are improving.

Consistently high standards and the good quality of provision ensure the school provides good value for money.

Appendix 1

Commentary on performance data

In 2011 in key stage 1 pupil attainment at the expected level 2 in all three core subjects was better than the previous four years and above the family, local authority and Wales averages, as it has been almost entirely over the last five years. Recently the trend is upwards and the school has consistently been placed in the better 50% or best 25% of similar schools, particularly in English and science. At the higher level 3 performance in 2011 was not as good as previous years in English, but better than the last two years in mathematics and science. All three subjects remained above the family, local authority and Wales averages and were better than the majority of similar schools.

In key stage 2 pupil attainment at the expected level 4 has been consistently good over the last five years, with the school being placed continually in the better 50% or best 25% of similar schools, although in 2011 in each of the three core subjects it was not as good as most previous years. However, it remained above the family, local authority and Wales averages, as it has been for the last five years. At the higher level 5 performance has been exceptionally good in all three core subjects over the last five years, with the school being placed in each core subject continually in the best 25% of similar schools and consistently above the family, local authority and Wales averages. In 2011 the school was the best in the family in all three core subjects.

Pupil performance in 2011 in both key stages in all aspects of literacy was better than the family, local authority and Wales averages, as it has been almost entirely over recent years.

There is no clear long-term gender difference in performance, but girls tend to do better overall at the higher levels 3 and 5, particularly in English. No specific groups underperform.

Most pupils make good to very good progress, so that by the end of key stage 2 they perform at or above their expected levels of attainment. However, progress and achievement are less secure for a minority of younger pupils in key stage 2.

Appendix 2

Stakeholder satisfaction report

Responses to parent questionnaires

Thirty-eight parents completed the questionnaire, 25 of whom added written comments, nearly all of which were negative. Most responses were worse than national norms.

All parents think:

- their child was helped to settle in well when starting school; and
- staff expect pupils to work hard and to do their best.

Nearly all parents consider:

- teaching is good;
- their child is encouraged to be healthy and to take regular exercise; and
- their child is helped to become more mature and responsible.

Most parents believe:

- their child likes school and makes good progress; and
- their child is safe in school.

Many parents think:

- they are satisfied with the school;
- pupils behave well in school;
- homework builds well on what is learnt in school;
- staff treat all pupils fairly and with respect;
- appropriate additional support is provided, if necessary;
- they are kept well informed;
- their child is well prepared for moving on to the next stage of his/her education;
- there is a good range of activities and trips provided; and
- the school is well run.

The majority of parents think:

- they feel comfortable about approaching the school with any suggestions or problems; and
- they understand the procedures for dealing with complaints.

Responses to learner questionnaires

Ninety-seven key stage 2 pupils completed the questionnaire. Most of their responses were worse than the national norms.

All pupils think they:

- are helped to learn and to make progress; and
- know who to ask if they find work hard.

Most pupils think they:

- feel safe in school;
- know who to talk to if they are worried or upset;
- learn how to keep healthy; and
- are doing well at school.

Many pupils consider:

- they have plenty of opportunities for regular exercise;
- homework helps them to understand and improve their work in school; and
- they have enough books and equipment.

A majority of pupils think:

- nearly all pupils behave well at playtimes and lunch time.

Around half the pupils believe:

- the school deals well with any bullying.

A minority of pupils consider:

- pupils behave well in class so they can get their work done.

Appendix 3

The inspection team

Dr. P. David Ellis	Reporting Inspector
Mrs. Owenna Davies	Team Inspector
Mr. Ivor Petherick	Lay Inspector
Mrs. Suzanne Hamer	Peer Inspector
Ms. Angela Davies	School Nominee

Copies of the report

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

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

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' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FPYear 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	FPR	FPY1	FPY2	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:

Foundation Phase	Reception, 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

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.