



*Rhagoriaeth i bawb – Excellence for all*

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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Llanedeyrn Primary School  
Wellwood  
Llanedeyrn  
Cardiff  
CF23 9JN**

**Date of inspection: June 2013**

**by**

**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:

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

Llanedeyrn Primary School is in an eastern suburb of Cardiff, which is the local authority. There are 342 pupils on roll, including 71 who attend the nursery on a part-time basis. The school also provides for 19 pupils with moderate to severe learning difficulties, who attend two special resource bases.

Most pupils come from the local area, although those who attend the bases are from further afield in the local authority. Generally, pupils come from homes which are socially and economically disadvantaged. Currently, 40% of pupils are entitled to free school meals. This is well above the average for Wales (21%). A few pupils are looked after by the local authority.

The school has identified 28% of pupils as having additional learning needs. This is above the average for Wales (22%). Nineteen pupils have statements of special educational needs.

Many pupils come from British backgrounds, while approximately 25% come originally from other countries, mostly in Asia. A very few speak Welsh at home or have support for English as an additional language.

The school was last inspected in 2007. The current headteacher was appointed in September 2007 after the last inspection.

The individual school budget per pupil for Llanedeyrn Primary School in 2012-2013 means that the budget is £4,034 per pupil. The maximum per pupil in the primary schools in Cardiff is £12,307 and the minimum £2,873. Llanedeyrn Primary School is 26th out of the 99 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The school's current performance is good because:

- performance outcomes are often above most similar schools;
- most pupils make good progress in developing their skills in literacy, numeracy and Welsh;
- many pupils with additional learning needs achieve well;
- teaching and assessment are good; and
- staff use the excellent range of resources very well to enhance the quality of pupils' learning and wellbeing.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher, senior leadership team and governing body have a clear vision for the school and work very effectively together;
- there has been good progress especially in raising standards;
- the use of the school's self-evaluation systems and assessment practices have helped significantly to improve provision and pupils' learning; and
- all staff at the school have a very strong commitment to a culture of continuous improvement.

## Recommendations

- R1 Improve performance at the higher levels at the end of key stage 2
- R2 Raise standards in key stage 2 in oracy and science and in the overall performance of boys
- R3 Improve the quality of pupils' presentation of their written work
- R4 Improve attendance so that it is consistently in line with or better than the majority of similar schools

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the school's progress.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Pupils' literacy and communication skills are generally good and pupils make good progress across the school. Nearly all pupils listen attentively and respond well to staff and to other pupils. By the end of key stage 2, most express themselves clearly and communicate confidently when taking part in group and class discussions.

Many pupils within the Foundation Phase read regularly and show a developing confidence through adopting good reading strategies. By the end of key stage 2, most show a good understanding of a wide range of texts and use their reading skills confidently to research specific information.

By the end of the Foundation Phase, most pupils produce a good variety of written work. By the end of key stage 2, most write clearly in a wide range of forms and for a variety of purposes. However, often pupils do not record their efforts neatly.

In mainstream classes standards in numeracy and the use of information and communication technology (ICT) are good and pupils use these skills well in all areas of learning and subjects.

Pupils who attend the two specialist resource bases make good progress against their individual learning targets. They make effective use of ICT and numeracy resources to improve their learning. Many make steady improvement in their communication and expressive skills and show increasing levels of engagement in a range of activities. Those who have additional learning needs in mainstream classes make good progress against their personal targets.

Many pupils make good progress in their Welsh language development. They listen and write well and a few express themselves clearly. Many ask specific questions enthusiastically, but are less confident when engaged in incidental conversation.

In the 2012 assessments at the end of the Foundation Phase, results in language development and mathematical development at the expected outcome 5 and at the higher outcome 6 were above the average for the family of schools. In personal development, results at both levels were below the family average. Boys' results were lower than those of girls in all areas except in mathematical development.

Results in language development at outcome 5 placed the school in the top 50% of similar schools, but in mathematical and personal development the school was in the lower 50%. At the higher level, the results placed the school in the top 50% in all three areas of learning.

In the 2012 assessments at the end of key stage 2, results in English and mathematics at the expected level 4 were above the family averages, but in science they were below. At the higher level 5, results were below the family averages in all

subjects. The underperformance of boys compared to girls was greater than the family average.

In 2012, the proportion of pupils at level 4 or above in English placed the school in the top 50% when compared with similar schools and in the top 25% in mathematics. However, the school was in the bottom 50% in science. At the higher level 5, results in mathematics and science were in the top 50% when compared with similar schools, but in English they were in the lower 50%. Since 2009, there has been a positive overall trend in improvement although standards in oracy in English have remained low.

Pupils with additional educational needs in the resource bases and in the main school achieve well and nearly all meet the targets set for them. Those who are at an early stage of learning English make good progress and by the end of both the Foundation Phase and key stage 2 reach standards in line with other pupils of similar abilities.

### **Wellbeing: Adequate**

Most pupils show high levels of wellbeing. They enjoy coming to school and feel safe. They are also knowledgeable about how to develop a healthy lifestyle. They understand why and how to eat healthily and to get plenty of regular exercise. Through the school's personal and social development programme and lessons on philosophy for children, pupils have a good understanding of important values and principles.

Pupils express their views confidently when asked, for example through the school council. They have an increasing voice in how and what they learn and in the general life of the school.

Nearly all pupils show respect for others and are well behaved. Older pupils are ready to support younger ones at break times. Most pupils show an eagerness to participate in activities. Many show good thinking abilities, such as identifying skills they use in activities and understanding what they need to do to improve. However, pupils who are regularly absent from school do not develop sufficient ability to establish and to maintain consistent working routines in classes.

In the last five years, attendance has varied too much. Over the last two years, the school's attendance rate has placed it in the bottom 50% or bottom 25% when compared with similar schools. It has improved to 92% in the current year. Nearly all pupils arrive punctually in the mornings.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school offers a wide range of activities and experiences that enable each pupil to receive a broad and balanced education. These cover all aspects of the National Curriculum as well as religious education. Staff in the Foundation Phase organise a stimulating and flexible curriculum which meets the needs of pupils very well.

Teachers plan the curriculum carefully so that all pupils build systematically on what they already know and can do. The activities meet the wide range of pupils' abilities and starting points in the school appropriately. Teachers plan much of the curriculum around themes. These are made more meaningful by visitors and by visits to locations of particular interest and relevance. There are many well-attended after-school and lunch time clubs which enrich pupils' experiences.

Teachers make appropriate reference in their planning to the development of pupils' literacy and numeracy skills. A wide range of relevant activities promote the use of ICT skills well. This is a notable feature within the resource bases and contributes effectively to improving pupil outcomes and engaging them in their activities.

The school makes effective provision for the development and promotion of the Welsh language. Staff encourage pupils to speak Welsh regularly in their everyday lives. There are good opportunities for pupils to learn about the culture and heritage of Wales.

The school acts sustainably and has introduced the principles of education for sustainable development and global citizenship effectively across the curriculum. There are very good arrangements for introducing pupils to the wider world, including extensive and imaginative links with other cultures, traditions and beliefs. For example there is a very well-established steel band involving pupils and other members of the school community. The school has exchange links with a school in Spain and another in Rwanda. Staff from the latter were in visual contact with staff from this school during the inspection. A particular strength is the close working relationships that staff working with pupils learning English establish with parents of those pupils. As a result many of these new parents build up a clear understanding of the importance given in primary schools in Wales to practical learning.

### **Teaching: Good**

All teachers prepare lessons thoroughly, provide clear instructions and make learning objectives and success criteria explicit for pupils. They use classroom assistants and resources well and ensure that materials are ready and available, so that learning can proceed promptly.

All teachers structure and organise lessons effectively and conduct them at a lively pace, maintaining pupils' interest and attention. Many have good subject knowledge and make their lessons lively and enjoyable. They use appropriate questioning techniques and give regular praise and encouragement. They employ a range of assessment for learning strategies to ensure pupils are well motivated and involved in developing their own learning.

In the very small number of lessons where teaching is excellent, teachers inspire pupils to achieve through high expectations and providing opportunities for independent learning. They enable pupils to think for themselves and to reach their own decisions. In the small number of lessons with shortcomings, teachers give pupils too little responsibility for their own learning. The pace slows and pupils remain inactive for too long.

The school uses relevant standardised tests and electronic tracking systems to identify pupils' needs and progress, to set targets and to highlight groups and individuals who require specific help. Pupils also have individual short-term targets in the core subjects. Teachers in the specialist resource bases make effective use of assessment procedures to set measurable targets and to identify progress and areas for further improvement.

The school has a specific marking code and policy, which all teachers apply consistently. They mark work conscientiously and provide positive and supportive comments. This enables pupils to know how well they are doing and what the next steps are in their learning. Annual pupil reports are appropriately detailed and provide parents with useful information about their children's progress and future targets.

### **Care, support and guidance: Good**

The school supports the personal and social needs of pupils very well. Its provision for their spiritual, moral, social and cultural development is good. There is a wide range of opportunities for pupils to contribute to and participate in decision-making. This has a very positive impact on their moral and social development.

There is good provision for promoting pupils' healthy living and wellbeing. The school has an effective system for analysing attendance and it has recently implemented a range of carefully-planned initiatives to help to reduce the number of absences.

The school makes effective use of a wide range of specialist support services. This is a notable feature for pupils with additional learning needs and has a positive impact on their provision and standards of wellbeing.

A range of well-planned strategies and specific individual education plans provide appropriate support for pupils with additional learning needs. Pupils who are withdrawn for specific support in reading receive well-planned guidance.

The provision for pupils who attend the specialist support bases is good. All staff have a clear understanding of the needs of pupils and ensure that they meet their individual targets. All of these pupils have full access to the main school's activities. Parents receive regular reports on their progress.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

## **Learning environment: Excellent**

The school has a very inclusive and supportive ethos. It takes very good care to ensure that all pupils have equal access to the curriculum and opportunities to succeed in all aspects of school life. There is a clear emphasis on recognising, respecting and celebrating diversity. A particular strength is the support given to families from abroad who have children who are at an early stage of learning English. This enables parents to learn about how their children are taught and how to help them to learn.

The learning environment is a major strength of the school. There is now an exceptional range across the school of out-of-doors sporting, play and investigative resources of high quality that are very effective in meeting the needs of all pupils. These are exceptionally well used to support teaching, learning, good behaviour and pupils' overall wellbeing. Visitors from other schools have adopted the underlying philosophy and organisation of these activities in their own environments.

The extensive displays of pupils' work and the learning resources within the school are of a very high quality and help to create a very stimulating and rich internal learning environment. The displays celebrate pupils' successes and the life of the school exceptionally well. They add significantly to the school's very positive atmosphere.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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## **Leadership: Good**

The school is very well led by the headteacher, senior leadership team and governors. All share a common and clear vision and work together very closely and effectively to achieve their objectives. Areas of responsibility are carefully allocated and followed. Within each area there is a well-defined management structure in which all members play their full part. Overall, the school has a very positive ethos in which there is a good level of teamwork and mutual support. The senior leadership team focuses well on raising standards. This has led to the successful introduction of new initiatives to promote improvements in literacy, numeracy and Welsh, as well as in the general school environment.

The governing body meets its legal and regulatory duties in full. It is particularly well informed and makes a constructive contribution to the life of the school in a variety of different ways. It is very committed to continuous improvement and acts effectively as a critical friend. It plays a full part in decision making and in planning the way ahead for the school.

The school meets local and national priorities well. It has successfully developed the Foundation Phase. There is a significant emphasis on promoting equal opportunities, respect for other cultures and beliefs, Welsh and addressing social disadvantage.

### **Improving quality: Good**

Self-evaluation procedures are well established, comprehensive and effective. The school seeks the views of parents, for example through the parents' council. It also canvasses pupils, governors and others regularly to identify its strengths and areas for development. The senior leadership team and subject leaders observe lessons regularly to monitor teaching and learning. There are on-going reviews of pupils' work involving a range of staff and governors. There are detailed reports of these activities with plans for future action.

The school undertakes a thorough analysis of performance data to identify trends and underachieving groups. All teachers use this evidence well to produce annual class and subject action plans, which feed into the accurate school improvement plan and the performance management process. The school improvement plan contains realistic priorities and challenging, measurable targets. The actions taken have led to significant improvements, for example in early reading and in mathematics. The school has made very good progress in relation to the recommendations from the last inspection. The school is an active member of various professional learning communities, both within the school and externally, which have focused on developing effective teaching and learning. There are strong and beneficial links with other local schools and those further afield.

### **Partnership working: Good**

Partnerships with parents, other schools and the community make a strong contribution to meeting the school's vision and help successfully to improving standards and pupils' wellbeing. The school provides excellent programmes for improving parents' skills in literacy and numeracy. The number of parents taking up these opportunities is good and has led to some gaining further qualifications. There are well developed links with the local community, churches and sporting organisations. The school works closely with other groups in joint efforts to overcome social and economic disadvantage in the area.

There are well-established links with resource bases in other local primary schools to share professional developments and to agree standards. The school also has effective transition arrangements for pupils entering the school and transferring to the local high school.

### **Resource management: Good**

The school deploys its teachers and support staff efficiently and effectively. The staff have sufficient expertise to cover all aspects of the school's curriculum. All learning support staff are deployed effectively to meet the needs of pupils. The school manages and uses its resources well to support and improve learning and pupils' wellbeing. The head and governors monitor the budget carefully and use available funds appropriately to support initiatives to raise standards and to improve provision. The school utilises available grants well as part of this process.

The school makes good use of its own training resources and external agencies to develop staff skills. There is effective management of teachers' planning, preparation and assessment time.

Overall, given the low starting points of many pupils when they enter the school and the good progress they make by the end of key stage 2, the school offers good value for money.

## Appendix 1

### Commentary on performance data

Generally, pupils enter the nursery with knowledge, understanding and skills that are below those expected for their age. Those who attend the units have moderate or severe learning difficulties. The school is the second most challenged in its family of schools. The family of schools is a group of schools who face broadly similar challenges.

In 2012, the proportion of pupils in the Foundation Phase who achieved the expected outcome (outcome 5) and the higher outcome (outcome 6) in language, literacy and communication and in mathematical development was above the average for the family. In personal development, the results were below the family average.

In 2012, in relation to schools with a similar proportion of pupils entitled to receive free school meals, the school was in the upper 50% for the Foundation Phase indicator and for language, literacy and communication. In mathematical development and personal development, the school was in the lower 50%. At the higher level in language, literacy and communication, and in mathematical development and personal development, results were in the upper 50%.

In key stage 2, the proportion of pupils who attained the expected level (level 4 or above) in English, mathematics and the core subject indicator was above the family average. In science, the results were below. At the higher level (level 5 or above) the results were below the family average in English, mathematics and science. There is a positive trend in improvement in the core subject indicator although the performance of individual subjects has varied with standards in oracy and English being the weakest.

In relation to schools with a similar proportion of pupils entitled to receive free school meals, the school's performance at level 4 in the core subject indicator and in English placed it in the upper 50%. In mathematics, results were in the highest 25%, but in science they were in the lowest 25%. Over the last three years, pupils' performance in achieving the core subject indicator has generally placed the school in the upper 50%. At the higher level, the performance in mathematics and science was in the upper 50% while English in 2012 it was in the lower 50%. Previous results in English have been in the upper 50%. Over time results have improved in mathematics and science and remained about the same in English.

Generally girls outperform boys at the end of the Foundation Phase, but the difference was less than the family and national averages. At the end of key stage 2, girls performed significantly better than boys. This was particularly marked in English at level 4 and at level 5 when compared to family and national averages.

The gap between the performance of pupils entitled to free school meals and other pupils at the end of key stage 2 is very small and is less than the family and national averages.

The above results contain some of those pupils who attend the resource bases in the Foundation Phase and in key stage 2 for pupils who have moderate to severe learning difficulties. In the main school, many pupils in 2012 achieved well in the end of Foundation Phase and key stage 2 assessments. Many reached the anticipated levels from below average starting points. However, few reached the higher level when compared to the family and similar schools data.

## Appendix 2

### Stakeholder satisfaction report

#### Parent questionnaires

Thirty-three parents or carers completed the questionnaire.

All parents or carers say that:

- they are satisfied with the school;
- their child likes school;
- their child was helped to settle in when they started;
- their child is making good progress; and
- there is a good range of activities.

Nearly all parents or carers say that:

- teaching is good;
- staff expect their child to do his or her best;
- homework builds well on what their child learns at school;
- staff treat all children fairly and with respect;
- their child is encouraged to be healthy;
- their child is safe in school;
- they are kept well informed about their child's progress;
- they are comfortable about approaching the school; and
- there is a good range of activities, trips and visits.

Most parents or carers say:

- pupils behave well in school.
- their child receives appropriate additional support in relation to their needs;
- they are kept well informed about their child's progress;
- they understand the school's complaint procedures;
- the school helps their child to become more mature and to take on responsibilities; and
- their child is well prepared for moving on to the next school.

The views of these parents and carers are in line or more positive than the views of parents in other primary schools in Wales.

## **Pupil questionnaires**

One hundred and nineteen pupils in key stage 2 completed the questionnaire.

All pupils say that teachers and other adults in the school help them to learn and make progress.

Nearly all pupils say that there are lots of chances at school to get regular exercise. Most pupils say:

- they feel safe in school;
- they know who to talk to if they are worried or upset;
- the school teaches them to keep healthy;
- they are doing well at school;
- they know what to do and who to ask if they find their work hard; and
- they have enough books and equipment.

Many pupils say:

- the school deals well with any bullying; and
- homework helps them understand their work in school.

A majority of pupils say:

- other children behave well and they get on with their work; and
- nearly all children behave well at playtimes and lunchtime.

The views of pupils are generally in line with the responses of other pupils in other primary schools in Wales. However, pupils are less positive about the behaviour of other children both within the classroom and at lunchtime and play times.

## Appendix 3

### The inspection team

Peter Mathias	Reporting Inspector
David Ellis	Team Inspector
Glyn Griffiths	Team Inspector
Edward Tipper	Lay Inspector
Lisa Bowden	Peer Inspector
Kevin Hart	School Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase 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 local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	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 Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, 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**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.