



*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**

**Springwood Primary School  
Pennsylvania  
Llanedeyrn  
Cardiff  
CF23 9LS**

**Date of inspection: September 2012**

**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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**Publication date: 27/11/2012**

## Context

Springwood Primary School is in the Llanedeyrn area of Cardiff. It provides education for pupils between three and 11 years of age. There are currently 192 pupils on roll. They begin school in the term they reach their third birthday. The school has identified about 19% of pupils as having additional learning needs, which is similar to the Wales figure. Nearly all pupils speak English at home and no pupils speak Welsh as a first language. About 3% have English as an additional language and come from a wide range of ethnic backgrounds.

Pupils come from a wide range of backgrounds and an increasing number come from socially and economically disadvantaged homes. Currently, 44% of pupils are entitled to free school meals. This figure has doubled since the time of the last inspection in the autumn term 2006. This figure is well above the local and all-Wales average of around 20%.

The headteacher has been in post for 16 years and is due to retire at the end of this term. The new headteacher has yet to be appointed. Arrangements are in place for the deputy headteacher to become the acting headteacher in the meantime. A new chair of governors has also recently been appointed.

The individual school budget per pupil for Springwood Primary School in 2012-2013 means that the budget is £4,523 per pupil. The maximum per pupil for primary schools in Cardiff is £12,306 and the minimum is £2,873. Springwood Primary School is 9th 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>Adequate</b>

### Current performance

The current performance of the school is good because:

- trends in standards at the end of key stage 2 over time are positive and above the family and national averages;
- the curriculum meets the needs of all learners well;
- there is a good quality of teaching across the school;
- pupils, including those with additional learning needs, make good progress;
- there is a positive ethos; and
- the school provides a high level of care, support and guidance.

### Prospects for improvement

The prospects for improvement at Springwood Primary School are adequate because:

- the school's self-evaluation is an accurate picture of the school's strengths and areas for development;
- staff show positive attitudes, a willingness to embrace change and to work hard together; and
- targets for improvement focus appropriately on raising standards.

However:

- leadership has lacked sufficient focus on reviewing the quality of teaching and learning at first hand; and
- the governing body's role in setting the strategic direction of the school and its role as a critical friend are not sufficiently developed.

## Recommendations

- R1 Make the good practice in assessment for learning consistent across the school in order to raise standards further.
- R2 Raise levels of attendance and improve punctuality.
- R3 Extend the roles of the senior management team and staff in evaluating the quality and impact of teaching and learning.
- R4 Strengthen the role of the governing body further as a critical friend and its role in addressing the long-term strategic needs of the school.

### **What happens next?**

The school will draw up an action plan which shows how it will address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

In lessons and in evidence from a scrutiny of pupils' work, nearly all pupils make at least expected progress and many achieve well. By the end of key stage 2, nearly all write well for their ages and apply their literacy skills well in a wide range of situations. They understand how to think logically in order to find solutions to different problems. They apply their skills in numeracy effectively.

Most pupils achieve good standards in reading and in extended writing throughout the school. They read and write with clarity, expression and understanding. There are a few particularly enthusiastic, confident and skilled readers at both key stages. Most pupils in key stage 2 quickly retrieve information from reference sources including the Internet. They write at length for a range of audiences in different styles across areas of the curriculum. However, in a few classes, a minority of pupils' spelling is not accurate enough. Work is generally presented well. Pupils demonstrate very good speaking and listening skills, both in classrooms and during outdoor lessons.

Most pupils are confident in applying their numeracy and information and communications technology to support their learning across all subjects. Many pupils demonstrate good problem solving skills, for instance when solving a seating arrangement for the Knights of the Round Table.

Standards in Welsh are good, taking into account the linguistic background of the pupils. They apply these skills of speaking, listening, reading and writing well in different areas of the curriculum, for instance when writing a dialogue about their feelings and the weather. Nearly all pupils enjoy using Welsh and read with good expression.

Pupils enter the school with a wide range of abilities and are often below the expected level of maturity. In the end of the Foundation Phase assessments in 2012, results were below average for the family of similar schools to which Springwood Primary belongs. In personal and social development, wellbeing and cultural diversity, the school's results were well below this average. This reflects the relatively high proportion of pupils in that group who were identified as having additional learning needs.

In key stage 2 the data for 2012 shows that results were close to the family average although below those of the previous three years. In English, mathematics and science, results at the expected level 4 were in line with family and national averages. Previously they had been well above these averages. When compared to the performance levels of schools with a similar proportion of pupils entitled to free school meals, these results placed the school above 75% of those schools.

Over the previous three years, standards have generally improved. The lower results in 2012 reflect the high proportion of boys in that year who were receiving additional support for their learning. The difference in the attainment of boys and girls was more marked than previously because of this. However, over time the difference in the attainment of boys and girls is not significant. At the end of key stage 2, the overall attainment of pupils entitled to free school meals is below that of other pupils.

### **Wellbeing: Good**

Pupils feel safe and have a good understanding of the importance of keeping healthy. They know that they should take plenty of exercise and eat a healthy, nutritious diet. Attendance levels have improved since 2009-2010. However, the rate for 2010-2011 was 91% and below family and national averages. Unauthorised absence has also improved slightly but remains high. A significant minority of pupils arrive late.

Pupils take on a good range of responsibilities in school, such as being ambassadors and caring for the younger children. The school council plays an important role in school life. Members' ideas and views are taken fully into account and are valued by the staff and the governing body.

Most pupils behave well in lessons and around school. They are considerate and courteous, and relate well to each other and adults. Nearly all pupils are well motivated, engaged and interested in their work. There has been a slight reduction in the number of fixed term exclusions in 2011-2012, but the figure remains relatively high. Nearly all pupils show respect, care and concern for others. All readily welcome new pupils and make them feel at home. They are very conscious of helping others who may be unhappy or upset. Across the school community there is a strong feeling of mutual care and concern.

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

The curriculum is broad, balanced and provides a good range of experiences that engage the interest all pupils. Teachers plan systematically for the development of pupils' skills, knowledge and understanding as they progress through the school. In particular, teachers plan well for pupils' literacy, numeracy and information and communications technology skills across the curriculum.

The school provides pupils and parents with a range of out-of-school learning activities, for example the family and school together scheme (FAST) and the afternoon playgroup facility. These activities, together with the after school clubs, enhance the school's provision significantly and are well attended by pupils and parents.

The school makes good provision for promoting the Welsh language and staff and pupils use it extensively in all classes. The school promotes the culture and heritage of Wales well through, for example, numerous visits to places of interest and visits to the school by a range of Welsh artists and illustrators.

The school, through the curriculum, out of school clubs and in the work of the eco-committee, successfully promotes the recycling of waste and the conservation of natural resources. There are a good number of initiatives that encourage pupils to look after wildlife and take care of planet earth.

Through many research projects and visitors to school, pupils learn about the lives and needs of others in different parts of the world. They are becoming responsible global citizens.

### **Teaching: Good**

Teachers in the Foundation Phase and in key stage 2 plan carefully to provide a wide range of appropriate experiences and ensure that all their pupils are actively engaged in their learning.

Across the school, teachers organise their lessons carefully and generally ensure that the tasks are well matched to the different abilities. They have positive relationships and recognise pupils' efforts warmly. All have high expectations of what pupils should achieve and support and work co-operatively with pupils for them to be successful. Many show a good knowledge of what they teach. Their enthusiasm for the topic is successfully passed on to their pupils, so that they work eagerly. Lessons, for example in the Foundation Phase, involve the effective use of a wide range of materials. Teachers deploy their learning support assistants well to work effectively with individuals and small groups.

In a very few lessons where teaching has some areas for improvement lessons lacked pace and they do not ensure that all pupils are constructively engaged in learning

Teachers assess pupils' work regularly. Work is levelled and moderated accurately to the standards expected. Many pupils know and can talk about their individual targets. Comprehensive records are kept to track individual pupils' progress.

A majority of teachers use assessment for learning in their lessons effectively, which is helping pupils to make progress. In these lessons, pupils know what they have to do to improve. However, assessment for learning techniques are not utilised consistently across the school.

Reports to parents are informative and clear. They celebrate the progress made and also identify suitable targets for the future.

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

Appropriate policies and arrangements are in place to ensure the wellbeing of all pupils. Pupils are encouraged to lead a healthy lifestyle and learn about what they need to do to stay fit. The school makes appropriate provision for sex and relationship education and on the education of substance misuse.

The school takes any incident of bullying very seriously. Incidents are always thoroughly investigated in line with the school's procedures. Behaviour management is effective.



Detailed strategies, including close liaison with the attendance officer, are in place to promote attendance and punctuality. Plans are in hand to involve the school council in this and seek further ideas as to what can be done to improve attendance.

There are good links with a range of agencies, for example in relation to an initiative to strengthen school and family values.

Provision for pupils with additional learning needs is good. The school provides effective support and learning assistants are appropriately deployed. Individual education plans are reviewed regularly and updated. Parents are kept well informed and involved. Many pupils make appropriate progress towards their targets as a result of the good support they receive.

The school has good provision for supporting all pupils, particularly the most vulnerable. It promotes pupils' spiritual, moral, social and cultural development well. Pupils show a great deal of courtesy, respect and consideration for each other and adults as they go about their daily lives in school.

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

### **Learning environment: Good**

The school has a calm and inclusive ethos. It provides a very safe and supportive learning environment for pupils.

Strategies such as the healthy schools initiative and the use of peer supporters are having a beneficial impact on pupils' wellbeing and progress in learning. The celebration of diversity, equality and cultural differences is firmly established in the curriculum and consistently applied throughout the school. Pupils are taught to respect the backgrounds, beliefs and cultures of others within the community and further afield. All pupils have access to all areas of the curriculum and the extra-curricular provision offered.

The school is well resourced. The accommodation provides an attractive environment for learning. There is ample space to deliver all aspects of teaching and learning. All areas are cleaned to a high standard.

There are many colourful displays and posters providing information for the whole school community. These displays emphasise the high importance given to recognising success.

The grounds of the school are very well set out for pupils to play, learn and create. They are well used.

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

There is a very positive ethos across the school where all staff work harmoniously and constructively together. The leadership team has ensured that the school's

mission statement is put into effect so that the school is a happy and supportive environment for pupils and staff.

The deputy headteacher, working closely with the headteacher, has played an important role in supporting a range of initiatives to maintain standards and to implement changes. However, leadership has not had sufficient impact on the quality of teaching and learning and in assessing the impact of initiatives and standards pupils achieve. Subject co-ordinators have not had sufficient opportunities to work with other staff in order to lead their subjects effectively. Their roles in reviewing pupils' learning and the quality of provision are not clearly established.

The governing body is supportive and the recently appointed chair has identified and has begun to introduce ways of strengthening the governors' roles in the school. Governors are now very aware of how the school is performing in relation to other schools. However, their function as a critical friend and their role in planning the way ahead are not fully developed.

The school is successfully addressing all national and local priorities, including the introduction of the Foundation Phase and the development of the use of Welsh across the school.

#### **Improving quality: Adequate**

Generally, staff are appropriately involved in preparation of the school's self-evaluation report. The school's data is rigorously analysed and used effectively as part of this. However the senior management team as a whole has not been involved sufficiently in first hand observations of the quality of education provided. The report accurately highlights many of the priorities needed to improve standards at the school. Pupils are also involved in expressing their ideas to the school council and to the staff.

The school makes good use of the information gathered from the self-evaluation to set improvement targets. Clear action plans are in place to address the targets and the weaknesses. The plans are clearly focused on improving standards. However, there is a limited range of systems in place to judge the success of these plans. Leadership has lacked sufficient focus on reviewing the quality of teaching and learning at first hand.

The school is developing successfully as a professional learning community. A culture exists within the school that is receptive to change and improvement. The preparation of learning ladders is a good example of this. All teachers work together well to secure improvement in standards and in teaching in mutually supportive and professional ways.

The school has successfully addressed the recommendations of the last inspection.

#### **Partnership working: Good**

The partnerships between the school, parents, the community and other organisations contribute effectively to enriching the provision in the school. They have a very positive impact on improving pupils' standards and wellbeing.

There are good links with other schools in the area, which have helped to improve provision, and to agree standards of work. The school is developing strong links with the local secondary school. Suitable transition plans and arrangements ensure that older pupils are well prepared for the next stage of their education.

**Resource management: Good**

There are enough qualified teachers and support staff and they are deployed effectively. The school identifies and meets the professional development needs of teaching and support staff through suitable performance management procedures. There are suitable arrangements for teachers' planning, preparation and assessment time, which are helping to raise standards.

The school manages its budget well. It identifies costs and allocates resources appropriately in line with the priorities identified in its school development plan. Major investments are carefully planned, for example, in the recent improvements in the provision of information and communication technology.

Learning resources, are well managed and used carefully. The school accommodation and outside learning areas are given a high priority and have been developed and maintained to a very good standard.

The school gives good value for money.

## Appendix 1

### Commentary on performance data

The school's overall performance at the end of the Foundation Phase assessments in 2012, using the Foundation Phase indicator, placed it below all but one of the schools in the family of similar schools. Results were also below national averages.

In literacy, language and communication, results at outcome 5 or above were close to the family average. Results were just below the local and national averages. At the higher level outcome 6+, results were above local and national averages; they were also above the family average, placing the school third in that group.

In mathematical development at outcome 5+, results were below family, local and national averages. The school was ninth in the family. At outcome 6+ the school was second in the family with results above family, local and national averages.

The school's performance in personal and social development, wellbeing and cultural diversity was significantly lower than in the other learning areas. The school was last in the family at outcome 5 and its results well below family, local and national averages. At outcome 6+, results have placed the school sixth and were below these averages.

In these assessments, the relative performance of boys compared to girls varied between areas of learning and levels. The overall results indicated that girls significantly outperformed boys.

When these results are compared to those of schools with a similar proportion of pupils entitled to free school meals, the combined results at outcome 5+ place the school in the lower 50% in language, literacy and communication. In mathematical development the results placed it in the upper 50%, and in personal and social development, wellbeing and cultural diversity in the lowest 25%. Results at outcome 6+ placed the school in the top 25% in language, literacy and communication and mathematical development and in the upper 50% for personal and social development, wellbeing and cultural diversity.

In key stage 2, pupils' general performance in 2012 showed a dip from previous years when the school had performed consistently above family and national averages. However, the 2012 results in the core indicator were in line with family, local and national averages. The school was equal fifth in its family.

In English, mathematics and science at the expected level (level 4), results declined to average compared to family, local and national benchmarks. In English at level 4+ the school was fifth in its family, and in mathematics and science it was sixth.

At the higher level (level 5 or above) in English and science, results in 2012 were close to the family and national averages as they had been in previous years. The school was second in its family in these areas. In mathematics at the higher level, results improved from a previous pattern of decline. In 2012, results in mathematics

improved to slightly above the family and Wales averages. The school was second in its family. In science, results at the higher level followed a similar trend as that in mathematics.

When the results at level 4 or above are compared to those of schools with a similar proportion of pupils entitled to free school meals, the combined results placed the school in the top 25% of these schools. In English the school was in the upper 50%. In mathematics and sciences, the school was in the top 25% of these schools. At the higher level, the school was in the top 25% in all three subjects. This pattern is in line with previous results.

In these assessments, girls significantly outperformed boys, reflecting in part the high proportion of boys in that year who were identified as having additional learning needs. This gap was greater than the majority of schools in the family and wider and the national averages.

Pupils entitled to free school meals did not perform significantly as a group or as well as those not entitled to them which, is similar to the trend over recent years.

## Appendix 2

### Stakeholder satisfaction report

#### Learner questionnaire responses

Sixty-seven pupils in key stage 2 completed the learner questionnaires. Their responses are mainly in line with those of pupils in others schools in Wales.

Nearly all pupils:

- feel safe in school;
- think the school teaches them how to keep healthy;
- think that they are doing well;
- say that teachers and other adults help them to learn and make progress; and
- believe that they have enough books, equipment and computers to do their work.

Most pupils:

- think that there are lots of chances at the school for them to get regular exercise;
- know what to do and whom to ask if they find their work hard; and
- believe that homework helped to improve their work.

Many pupils know whom to talk to if they are worried or upset.

A minority think that the school does not deal with bullying well enough and that the behaviour of other children stops them getting on with their work and interferes with their activities at playtime and lunchtime.

## Parent questionnaire responses

There were 10 responses to the parent questionnaire. Their responses were in line with or more positive than those of other parents in Wales.

All those who responded agreed that:

- they were satisfied with the school;
- their children liked school;
- children were helped to settle in well when they started school;
- their children were making good progress;
- pupils behaved well;
- the teaching was good;
- staff had high expectations of their children to work hard and to do their best;
- homework is helpful and builds well on what their children learn;
- staff treat all children fairly and with respect;
- children are encouraged to be healthy and to take regular exercise;
- their children were safe in school;
- their children received appropriate support in relation to their needs;
- they are kept well informed about their children's progress;
- they understand the school's procedures for dealing with complaints;
- the school helps my child to become more mature and take on responsibilities;
- there is a good range of activities including trips and visits; and
- the school is well run.

A minority said that:

- they were uncomfortable about approaching the school with questions, suggestions or a problem; and
- they thought children were not well prepared for moving on to the next school.

## Appendix 3

### The inspection team

Peter Mathias	Reporting Inspector
Terry Williams	Team Inspector
Rhiannon Boardman	Lay Inspector
Christopher Liptrot	Peer Inspector
Patricia Hoffer	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))

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. FYear 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.