



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Cadoxton Community Primary  
Victoria Park Road  
Barry  
CF63 2JS**

**Date of inspection: November 2017**

**by**

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

## About Cadoxton Community Primary

Cadoxton Primary School is in Barry in the Vale of Glamorgan. The school amalgamated with Cadoxton Nursery School in September 2016. Currently, there are 471 pupils on roll, aged from 3 to 11, including 65 part-time nursery pupils. There are 14 single-year classes and four nursery classes.

Around 36% of pupils are eligible for free school meals. This is well above the average for Wales of 19%. The school identifies 31% of pupils as having additional learning needs, which is higher than the national average of 21%. No pupils have a statement of special educational needs. A very few are in the care of the local authority. Nearly all pupils are of white British ethnicity and come from homes where English is the main language. A very few pupils have English as an additional language. No pupils speak Welsh at home.

The current headteacher took up her post in September 2011. The school's previous inspection was in June 2011.

The school is currently a pioneer school and is working with the Welsh Government and other schools to take forward developments relating to the curriculum and professional learning.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Through a learning environment and curriculum of high quality, the school delivers exciting learning experiences that engage pupils successfully and enrich their lives. Teaching across the school is consistently good. As a result, nearly all pupils make at least good progress as they move through the school and a minority make exceptional progress.

Leaders, staff and governors work together exceptionally well to provide pupils and their families with outstanding care, support and guidance. All staff help nearly all pupils to develop very strong attitudes to learning. Pupils are proud of their achievements and the extensive influence they have on shaping the future direction of the school through their various leadership roles.

The headteacher, supported by the senior leadership team and governing body, provides dynamic and highly creative leadership. Together, they have developed a very strong vision for the school and an exemplary professional culture at all levels. There is a very positive record of change management that has led to significant improvements in the school, for example in the quality of teaching and provision in the foundation phase.

| <b>Inspection area</b>                     | <b>Judgement</b> |
|--|------------------|
| <b>Standards</b>                           | <b>Good</b>      |
| <b>Wellbeing and attitudes to learning</b> | <b>Excellent</b> |
| <b>Teaching and learning experiences</b>   | <b>Good</b>      |
| <b>Care, support and guidance</b>          | <b>Excellent</b> |
| <b>Leadership and management</b>           | <b>Excellent</b> |

## **Recommendations**

- R1 Improve pupils' ability to write at length and their handwriting skills
- R2 Improve pupils' Welsh skills in key stage 2
- R3 Improve opportunities for pupils to apply their numeracy skills across the curriculum in key stage 2

## **What happens next**

The school will draw up an action plan to address the recommendations from the inspection.

Estyn will invite the school to prepare case studies of its work for dissemination on Estyn's website. The case studies relate to the high quality of its support for pupils and its use of the learning environment in the foundation phase to develop pupils' personal, social, literacy, numeracy and creative skills.

## Main findings

### Standards: Good

A majority of pupils start school with skills that are below those expected for their age. As they move through the school, nearly all pupils make at least good progress and a minority of pupils make exceptional progress.

In the foundation phase, nearly all pupils make strong progress in developing their speaking and listening skills. By the end of Year 2, they share their ideas successfully with each other, for example when working in small groups to produce an invitation for Winnie the Witch's party. Most pupils read simple fiction and non-fiction texts aloud fluently and accurately. They predict events in a story well. Many younger pupils write successfully in a suitable range of genres, using basic punctuation well to organise their writing. Their spelling of common words is usually correct.

By the end of key stage 2, most pupils speak confidently and clearly. They listen respectfully to each other's opinions. Older pupils, with more advanced skills, debate topics successfully, such as 'War is pointless', with pupils from other schools. They research information, identify key points and choose vocabulary carefully to build effective arguments. Most key stage 2 pupils have positive attitudes to reading and show a good understanding of what they read. For example, in Year 6, more able pupils discuss themes in books by their favourite authors well. Most pupils develop their writing skills appropriately in a range of genres, but they do not always use basic punctuation well enough to organise their writing. Their ability to explore and to express their ideas in depth through extended writing opportunities is also limited. Across the school, pupils' handwriting skills are underdeveloped.

In mathematics, most pupils have effective problem-solving skills and achieve well. In Reception, they identify and create their own large two-dimensional shapes using natural materials. By Year 2, many pupils use different combinations of money competently to pay for items up to £1 in role-play activities. In key stage 2, most pupils develop good mental skills based upon a solid understanding of place value and the relationships between numbers. However, in lower key stage 2, pupils' measuring skills are not secure enough. By Year 6, most pupils explain their methods and answers competently, for example when working within a budget to buy equipment for a pirate ship. However, in key stage 2, pupils do not use their numeracy skills to the same standard as in mathematics lessons in other areas of the curriculum.

Nearly all pupils develop highly effective skills in information and communication technology (ICT). They apply these successfully in their work across the curriculum. In Year 2, most pupils review their work in textboxes and tables to check for errors independently and they use the arrow keys on a keyboard confidently to make changes. As they move through key stage 2, pupils become increasingly proficient at using a range of applications to embed audio, video and hyperlinks into their work. For example, nearly all Year 3 pupils create an effective e-book to explain how to make a balloon-powered car. By the end of key stage 2, pupils are highly competent

across the full range of ICT skills. They take part in online learning conversations with their teachers from home and share their multi-media presentations with their peers by email. They use a range of coding programs skilfully and they manipulate data in spreadsheets successfully. This contributes very strongly to their creative and problem-solving skills. Nearly all pupils have an exceptionally strong awareness of how to keep themselves safe online.

In the foundation phase, most pupils make sound progress in developing basic communication skills in Welsh. They read their own work with suitable pronunciation. In key stage 2, most pupils' writing skills develop appropriately when they make suitable use of a set framework, for example to write their own simple dialogue about holiday destinations. However, many pupils lack confidence in speaking Welsh in less formal situations outside Welsh lessons. Their vocabulary is limited to simple words and phrases. Older pupils do not read texts fluently enough or with accurate pronunciation.

Most pupils with additional learning needs make particularly good progress from their starting points. Over time, pupils eligible for free school meals tend not to achieve as well as other pupils, but pupils' recent performance at the higher than expected level at the end of key stage 2 shows improvement.

## **Wellbeing and attitudes to learning: Excellent**

Nearly all pupils' attitudes towards learning are exceptionally strong. In nearly all classes, pupils participate actively and enthusiastically. They sustain concentration successfully when working on individual and group tasks. For example, in mathematics, Year 6 pupils identify alternative approaches to improve the efficiency of their calculations or to check their answers when solving problems. They support each other's learning very effectively. As a result, nearly all pupils are confident, independent learners who take risks to stretch themselves.

Nearly all pupils have a strong understanding of their personal learning targets and what they need to do in order to improve their work. Across the school, pupils take regular advantage of the valuable opportunities that staff give them to express their opinions about what they would like to learn in their topics and to make their own choices about how they learn. For example, more able nursery pupils use their own 'learning journals' to talk to adults confidently about which activities they have chosen and what they have learned.

In key stage 2, pupils take on an extensive range of leadership roles through the school's eleven 'action groups', which include 'leaders of learning' and 'creative communicators'. Each group creates its own action plan with a mission statement, and a clear set of aims. This helps older pupils to have very strong awareness of the powerful role they can play in school decision-making.

The chairs and vice-chairs of each pupil group come together regularly as the school's 'Senedd' to discuss their progress with senior leaders. For example, the online safety leaders have taken a leading role in ensuring the school community uses the internet safely, and the eco-committee encourages pupils, staff and parents to act sustainably. The sports leaders have introduced playground games and a

timber trail to help pupils to become more active at playtimes. As a result of these wide-ranging roles, most older pupils develop highly effective leadership and life skills. They are proud of the very strong impact that these groups have on the whole school community and appreciate leaders' trust in them.

Nearly all pupils have a mature understanding of the importance of keeping healthy, by eating and drinking sensibly and by participating in physical activities. Pupils appreciate the wide range of extra-curricular activities that are available and many attend them regularly. For example, they enjoy competing in friendly games with teams from nearby schools in football, netball, rugby, cricket, swimming, athletics, white water rafting and bowls. This contributes very positively to the development of their fitness, confidence, self-esteem and social skills.

Nearly all pupils have a strong understanding of the importance of rights and values, demonstrated through their work in whole-school theme weeks, such as 'friendship' week. For example, Year 5 pupils discuss maturely what they would change in the world and justify their views strongly by referring to children's rights.

Nearly all pupils feel safe and enjoy school. They are very well behaved and treat each other, staff and visitors with respect.

Attendance over the last four years places the school consistently in the higher 50%, when compared with similar schools. However, too many pupils arrive late for school in the morning.

## **Teaching and learning experiences: Good**

Overall, the quality of teaching is good. There are strong aspects to teaching in all classes. Teachers in the foundation phase have a very good understanding of child development and how young children learn best, particularly in the nursery classes where teaching is highly effective. As a result, nearly all nursery pupils make outstanding progress in developing their personal and social skills.

Nearly all staff manage pupils' behaviour very well. All teachers and support staff develop strong working relationships with pupils and their interactions with pupils reflect the high value that they place on maximising pupils' wellbeing. This nurturing approach develops pupils' confidence successfully and encourages pupils to take risks in their learning. For example, pupils decide independently to use a tablet computer to time each other when answering more challenging multiplication questions, in order to quicken their mental skills.

Nearly all teachers plan lessons effectively and deliver them in creative and energetic ways that engage and enthuse pupils. They provide valuable open-ended opportunities for pupils to work collaboratively to develop their skills and knowledge, for example when planning, designing and making pirate ships. Most staff ask skilful questions which promote pupils' thinking. They support pupils successfully to make their own decisions about what they need to do next in a task in order to move forward in their learning. Then, they encourage pupils to use their e-books to record and reflect on their progress in practical tasks. These approaches develop pupils' independent learning skills effectively.

Most teachers have high expectations for pupils for most of the time. However, in a few classes, the challenge for all pupils is not always high enough. For example, in key stage 2, pupils do not receive enough opportunities to write at length in their English lessons. Teachers also tend to rely too heavily on the use of worksheets in topic and science work. Consequently, pupils do not develop their writing skills as fully as they could.

Teachers give pupils regular, purposeful feedback and provide beneficial opportunities for pupils to assess their own performance and that of other pupils on 'Feedback Fridays'. As a result, pupils know what they have done well and understand what they need to do to improve. Teachers assess pupils' work accurately and make effective use of their assessments to inform their future planning to meet individual pupils' needs.

The school's curriculum provides an exceptional range of learning experiences for all pupils so that they engage fully in their learning. Staff plan creative and innovative approaches, which build successfully on pupils' existing knowledge and understanding as they move through the school. For example, the development of the 'Cadoxton Village', a large market role-play area for foundation phase pupils, provides a rich and stimulating environment through which pupils develop a wide range of literacy, numeracy, personal and social skills effectively. Pupils follow a recipe carefully to prepare a pizza to sell in the market's 'food court' and transfer their mathematical skills of doubling and counting in twos to sort out footwear that had become muddled in the shoe shop. In key stage 2, careful planning of themes and topics, often with real-life contexts, in mathematics, technology, engineering and science, engages and excites pupils. As a result, nearly all pupils develop their creative and thinking skills well.

The school delivers the foundation phase highly effectively. In particular, teachers plan outstanding learning opportunities using the outdoors. For example, pupils in the reception classes help 'Little Red Riding Hood' to investigate which character has been eaten by the wolf. They follow the wolf's footprints, gather evidence from the scene of the crime and take photographs and videos to help them solve the mystery. Activities such as these develop pupils' curiosity, imagination and independent learning skills exceptionally well.

Planning for the development of pupils' ICT skills is exceptional and, as a result, pupils use these confidently across a wide range of contexts. Overall, the school plans well for pupils to build on their previous literacy and numeracy skills as they move through the school. However, across the school teachers do not always provide enough opportunities for pupils to write at length or to apply their numeracy skills at the same level in other subjects, as in their mathematics lessons in key stage 2.

The school ensures that pupils have good opportunities to learn about their locality and the culture and heritage of Wales, including through educational and residential visits. However, staff expectations for pupils' standards of Welsh in key stage 2 are not high enough. There are not enough planned occasions for pupils to use and improve their Welsh skills outside of Welsh lessons.

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

The school is an extremely caring and inclusive community. All staff and governors are committed to ensuring that all pupils develop as happy and confident individuals and they understand how their role in the school contributes to this. As a result, nearly all pupils have high levels of self-esteem and very positive, mature attitudes towards learning.

The school has comprehensive information about pupils' achievements, progress, behaviour and attendance as they move through the school. Leaders and staff use the school's extensive tracking system effectively to identify pupils needing additional support and to monitor the progress of different groups. For example, every teacher analyses the performance of specific groups of pupils in their class rigorously. They use this valuable information each half-term to plan effectively for the next steps in pupils' learning.

Staff provide support of high-quality for pupils in response to the outcomes of tracking and monitoring. As a result, the school is very successful in meeting individual pupils' learning, social and emotional needs. For example, pupils needing additional numeracy support benefit from specialist tutoring to improve their mathematical skills through a one-to-one on-line programme. Most pupils on this programme reach the expected levels for their age.

An outstanding feature of the school's work is how all adults within the school community take responsibility for nurturing pupils' wellbeing. Every classroom has a quiet area where pupils can relax and take refreshments. Pupils use these facilities sensibly and this helps nearly all pupils to engage well with their learning throughout the day. The school provides a calm and inviting atmosphere in designated rooms, such as 'the cwtch' and 'the castle', where well-trained learning support assistants provide highly effective care and guidance for vulnerable pupils. These features of the school help these pupils to manage their emotions and engage in learning successfully.

There are many opportunities for pupils to take on responsibilities in the school. All pupils in Years 4, 5 and 6 belong to one of twelve action groups, for example the 'school nutrition action group' and 'rights respecting' group. Leaders and staff take their ideas seriously and often act on their recommendations to improve pupils' school experiences. Pupils throughout the school, including those who are very young, make purposeful choices about their learning. For instance, pupils in the foundation phase choose to focus on superheroes during a topic on journeys.

The school has highly effective arrangements to promote healthy eating and drinking. It promotes physical activity very well. The 'snack shack' is an innovative approach, which helps pupils to understand how to make healthy eating choices. Teaching assistants and pupils work within a budget to prepare food at the start of the day and this is made available to the school community at playtime. As a result, pupils have a good understanding of ingredients that are less healthy. For example, they know that it is better to sweeten muffins with apple than with sugar.

The planned curriculum promotes pupils' understanding of their rights and values exceptionally well. As a result, they have a good understanding of how people live within their own community and the wider world and pupils relate these maturely to their understanding of their rights. For example, older pupils learn about important issues, such as the possible causes of homelessness and what life is like in the Brazilian favelas. Collective worship promotes pupils' spiritual reflection effectively.

Developing pupils' creative abilities is a strength of the school. Leaders and teachers ensure that all pupils benefit from opportunities to develop their skills in the arts. For example, the school takes part in national schemes and provides a wide range of in-class and extra-curricular enrichment activities, such as dance, drama and needlework, which develop pupils' performing and artistic abilities successfully.

The school's relationship with its families is very strong. Staff communicate well with parents and carers through social media and the school's website. There are exemplary opportunities for families to take part in the life and work of the school. For example, the 'dads, uncles and grandads group' engages male family members to support pupils' learning, particularly boys. Learning support assistants run a series of valuable programmes for parents to help them to know how to support their children. For example, at the story café sessions, parents learn how pupils acquire early reading skills and how to make reading an enjoyable experience for young children. In addition, the school offers parents opportunities to develop their own skills. For example, a recent programme helped parents to improve the skills needed to apply for employment, such as interview techniques and writing applications.

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

### **Leadership and management: Excellent**

The headteacher provides outstanding leadership. She has a clear vision for the school that promotes the wellbeing and achievement of all pupils very well. Senior leaders and all staff at the school have collaborated together highly effectively to develop the 'Cadoxton Way', a whole community approach to raising aspirations for pupils and their families.

The governing body is effective and shares these high aspirations for the school, its pupils and staff. The governors understand the school's context, strengths and its challenges. They are proactive in monitoring the school's performance. For example, the 'standards committee' meet to analyse end of key stage teacher assessment results and consider trends over time prior to the visit from the school's challenge adviser. They present their findings to the rest of the governing body and discuss this information in light of other evidence, for example from their involvement in learning walks. This ensures that the full governing body is well-informed, remains aware of issues relating to the progress of pupils and challenges leaders robustly.

The school is innovative in its approach to self-evaluation. For example, it presents evaluations and evidence of pupils' outcomes and the school's provision in a digital format through the school's logo, the 'Cadoxton tree' on the 'home screen' of a computer program. The reader uses the digital 'branches' and 'leaves' to navigate and explore each aspect of the school's work. This digital approach enables the school to draw together information, including video and audio clips, about a very

wide range of learning activities and initiatives. Alongside these newly developed processes, the school also uses first-hand evidence purposefully, such as scrutiny of pupils' work and lesson observations, to evaluate pupils' standards and to identify key priorities for improvement.

Overall, improvement planning is highly effective. For instance, the school has developed its nurture and wellbeing provision very successfully to support vulnerable pupils in creative ways to increase the numbers who benefit. Leaders demonstrate strong ability to introduce change to improve the welfare and achievement of pupils in the longer-term. For example, when amalgamating with the nursery, it realigned the school's senior staff team to provide strengthened leadership in the early years. As a result, the school has created very high-quality early years provision, raised the standards achieved by the youngest children at the important start of their school education and improved their transition from the nursery to compulsory schooling.

The school has an effective cycle of management meetings. Leaders have created a programme of stimulating professional learning opportunities within its weekly teacher meetings. These sessions are carefully-planned development events related to the school's improvement priorities. In preparation for these sessions, teachers read educational research and reports, which inform their discussions and subsequent actions. Staff also take ownership of arranging their own professional learning opportunities within the school. For instance, they observe other colleagues' lessons and reflect upon their own practice in a professional learning journal. This approach links very well to the school's performance management system, which enables teachers to address various types of targets successfully. Learning support staff are also part of these worthwhile performance management and development activities. They are enthusiastic about these opportunities and, as a result, develop specialist skills effectively for the benefit of pupils. Leaders manage underperformance robustly.

Teachers at the school take part in collaborative training and development opportunities with other schools and agencies regularly. These include Welsh Government initiatives as a 'pioneer school', with staff leading and sharing in developmental programmes, for example in relation to the digital curriculum and in wellbeing. The school collaborates effectively with other schools in well-established networks and provides many opportunities for other schools to benefit from the expertise of its staff. The school has developed extensive partnerships with private and public sector bodies. This has benefited pupils by enabling them to access specialist skills and knowledge, for example in computing.

The school manages its finances well. It maintains sufficient staff and resources to deliver the curriculum and programmes of learning support effectively. The school uses grant funding efficiently. For example, it uses the pupil development grant effectively to provide family learning support of high quality and to develop strong support for targeted children from less advantaged backgrounds. In addition, the school has a very high quality learning environment both inside and outdoors. For example, it has created a stimulating discovery room and a 'maker space' where pupils readily access creative and technological resources to support their learning successfully. By securing lottery funding and managing the adjacent sports hall, the school has improved provision for its pupils and for the wider community.

## Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

|  |  |
|--|--|
| <b>Excellent</b>                                   | Very strong, sustained performance and practice                          |
| <b>Good</b>  | Strong features, although minor aspects may require improvement          |
| <b>Adequate and needs improvement</b>              | Strengths outweigh weaknesses, but important aspects require improvement |
| <b>Unsatisfactory and needs urgent improvement</b> | Important weaknesses outweigh strengths                                  |

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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