



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

**Stacey Primary School
Stacey Road
Roath
Cardiff
CF24 1DW**

Date of inspection: January 2012

by

Mr Peter Mathias

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.

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:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Context

Stacey Primary School is situated on the east side of Cardiff in a mixed residential area. There are 214 pupils on roll including 29 children who attend the nursery on a part-time basis. The number on roll has increased since the time of the last inspection, which took place in the Spring term 2006.

On entry, levels of basic skills are generally well below those expected of this age. Many have underdeveloped English language skills when they begin. Nearly all are from the local area.

Pupils generally come from backgrounds which are disadvantaged. A significant proportion of these come from families who are seeking asylum. Forty per cent of pupils are considered eligible for free school meals, which is around twice the national average. The home language of 32% is English. There are 25 other first languages spoken at home; of these 15% speak Bengali, 13% Arabic and 11% Somali. Forty-five pupils have support in English as an additional language, of whom 36 are new to English. No pupil has Welsh as a first language.

The school experiences a high degree of pupil mobility; in recent years around 30% of pupils have left the school between the ages of five and seven and 34% have left between the ages of seven and eleven.

Three pupils have statements of special educational needs and 19% are considered to have additional learning needs. These figures are close to national averages. Six pupils were excluded temporarily in the last school year and one pupil is 'looked after' by the local authority.

The headteacher has been absent for approximately one and a half years. The deputy headteacher has been the acting headteacher during this time.

The individual school budget per pupil for Stacey Primary School in 2011/2012 means that the budget is £3,853 per pupil. The maximum per pupil in the primary schools in Cardiff is £19,708 and the minimum is £2,828. Stacey Primary School is 31st out of the 116 primary schools in Cardiff in terms of its school budget per pupil.

Summary

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

Current performance

Performance is adequate because:

- although there is evidence of good achievement in pupils' work and lessons observed, overall standards in national teacher assessments are generally lower than local, national and family averages, especially among boys;
- pupils in key stage 2 make insufficient progress in Welsh as a second language;
- although the ethos of the school is positive and learning experiences are rich and stimulating, pupils' understanding of how to develop and use their skills for learning is underdeveloped;
- attendance levels are well below those expected; and
- assessment for learning has only been recently introduced.

Prospects for improvement

Prospects for improvement are adequate because:

- although the school has made progress in implementing most of the recommendations of the last inspection, the majority of these have only recently been addressed;
- recent initiatives to address the needs of the school are appropriate, but have yet to have their full effect;
- although the role of the senior management team has been strengthened, it is not fully developed and individual responsibilities have not been effectively distributed; and
- the school self-evaluation is accurate and is being well used now to effect improvements and to raise standards.

Recommendations

In order to improve further Stacey Primary School needs to:

- R1 raise standards of attainment across the school and in the national teacher assessments of seven and eleven year olds, with particular attention to the performance of boys;
- R2 improve attendance and extend existing arrangements to address issues relating to unauthorised absence;
- R3 refine and rationalise the roles and responsibilities of middle and senior managers and strengthen the role of the governing body in overseeing the progress of teaching and learning within the school;
- R4 extend the recent initiatives to enable all pupils to understand how they are achieving and what they need to do to improve further; and
- R5 give greater emphasis to the use of Welsh in the daily life of the school.

What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: **Adequate**

The majority of pupils enter the school with limited English language skills and often from troubled backgrounds. Over the last three years, pupils at seven and eleven years of age have generally attained below average levels when compared to local and national benchmarks and also when compared to similar schools. However, school data indicates that most pupils who enter the school at three years of age and remain until they leave for secondary education make at least the progress it would be reasonable to expect of them.

In the last three years, overall results have not improved amongst seven year olds and are lower now amongst eleven year olds than they were in 2009. Generally, girls consistently outperform boys in English, mathematics and science.

From the evidence in books and in the lessons seen current, levels of attainment and progress are better than those previously indicated, particularly amongst the oldest pupils.

Standards in speaking, listening, reading and writing in the Foundation Phase and key stage 2 are adequate. Standards in numeracy across the curriculum are adequate. Standards in information communications technology in the Foundation Phase are good but are only adequate in key stage 2. Learners do not employ the skills they have learnt in information communications technology lessons sufficiently in other subjects.

In the Foundation Phase nearly all learners make good progress in gaining skills in the Welsh language. However, by the end of key stage 2 standards are only adequate because learners do not use the language daily and do not consistently build on previous learning.

Wellbeing: **Adequate**

Most pupils are aware of the importance of healthy eating and keeping fit. The majority feel safe in school, but a few think that not all pupils relate well to one another and they occasionally feel insecure.

Within classes pupils behave sensibly, concentrate well and wish to succeed. They have positive attitudes to each other and to adults.

In spite of new initiatives, the school's attendance levels are unsatisfactory and are below national and local averages. A few pupils regularly arrive at school late. Data from the previous term however, indicates some improvement.

Members of the school council are elected democratically, but as yet they do not have any elected officers to run the council as they see fit. Pupils are involved throughout the year in a range of charity and other fundraising events.

Pupils develop appropriate life skills. In lessons, many pupils work enthusiastically and show care and concern for each other. They take on responsibilities readily. They work constructively with others when solving problems or discussing answers. They are beginning to form a realistic awareness of what they do well and how to become more effective learners. They are increasingly becoming well prepared for life and work outside school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The school provides a good range of meaningful and enriching learning experiences that match the needs of all pupils and legal requirements.

Teachers' planning includes clearly defined plans for the development of skills in communication, numeracy and information communications technology.

In the Foundation Phase much of the learning is organised around clear aims and objectives which match the requirements for pupils of this age. Detailed and imaginative planning and organisation ensure that pupils are suitably challenged by relevant activities that extend their skills and knowledge systematically. In key stage 2 teachers' planning is based on the skills curriculum, although this is in the early stages of development.

The careful organisation of classes and groupings has a positive impact on the quality of learning. Support for pupils is well targeted, especially in literacy. Learning activities are further enhanced through a wide range of extra-curricular activities.

Provision for the Welsh language enables pupils to make good progress in the Foundation Phase and adequate progress in key stage 2. Good attention is given to the Welsh dimension and the local area is used extensively to enrich learning. There is good provision for pupils to learn about environmental issues. The eco committee is very keen and dedicated and the school promotes recycling and the importance of conserving fuel well.

Nearly all pupils benefit from well-planned opportunities to appreciate other cultures and ways of life. The school effectively encourages them to appreciate their roles as responsible citizens of the world.

Teaching: Adequate

Across the school many teachers have a good understanding of how to teach pupils of this age and they provide them with clear objectives of what they should aim to achieve. Nearly all plan carefully so that their lessons move forward systematically and build on what pupils already know and understand.

A particular strength in many classes is the effective way in which teachers and their assistants work together to ensure that the very varied needs of all pupils are met. In the best lessons, teachers' infectious love for the subject and their lively personalities result in all pupils working eagerly and enthusiastically together and trying hard to please because they know that their contributions are valued. Relationships between teachers and their pupils are positive.

Across the Foundation Phase, teachers generally have a good understanding of how to plan and organise lessons. Where there are shortcomings, they do not make the best use of other practitioners or consistently challenge their pupils to reach the targets set for them.

There are good arrangements to assess the progress pupils are making and the information is used effectively to inform planning. This includes the use of reliable tests twice a year to judge progress in English and mathematics and to indicate where additional support is needed. Assessment for learning strategies have only recently been introduced and so far have had limited impact on pupil's learning.

Care, support and guidance: Good

Pupils are encouraged to be healthy, both physically and emotionally. They are confident to talk to a teacher should there be a problem and there are suitable policies in place to deal with any bullying.

Learning experiences promote pupils' personal development well, including their spiritual, moral, social and cultural development.

Personal and social education is delivered well throughout the school and is suitably broken down into areas of learning. The 'Relationships to Improve Education' approach has been successfully adopted by all classes to develop emotional literacy and social skills.

The positive behaviour management policy is known and understood by staff. However, not all areas of the school are monitored adequately to ensure that behaviour meets the high expectations set. All pupils are aware of the school's rules, rewards and consequences.

There are now improved and more effective strategies to improve attendance and punctuality. The school works closely with the educational welfare service in an effort to drive up attendance and combat lateness.

Health and safety procedures have been reviewed and are regularly updated. A safety audit is carried out termly. Suitable risk assessments are undertaken, as necessary, to minimise the risks to pupils' health and safety.

The school has procedures and an appropriate policy for safeguarding.

There are many suitable links with external agencies to provide appropriate support for pupils with additional needs. The school's work with agencies to support multi-

ethnic pupils is a particular strength and helps to ensure all are fully integrated within the school community.

Provision for pupils with additional needs is good. Individual education plans include specific, measurable targets and clear strategies for improvement. A generous allocation of teaching assistants, who are deployed effectively, helps to deliver a wide range of very effective support.

Learning environment: Good

The school has a strong inclusive ethos. There are good procedures for dealing with race equality, disability and equal opportunities and all relevant policies are in place. Pupils have equal opportunities in all aspects of school life and their tolerant attitudes, courtesy and responsible behaviour are a credit to the school. There is a clear emphasis on recognising, respecting and celebrating diversity. This is a strength.

The accommodation in the school is good and it is well resourced. All areas are brightly decorated and the school is cleaned to a good standard. The displays are attractive and aid pupils' learning. Although there is no outdoor grassed area, the concrete playgrounds provide a suitable space for outdoor play and are colourfully painted for games. The Foundation Phase play area is well developed and provides a suitable place for the youngest pupils to learn and to play outdoors safely.

Key Question 3: How good are leadership and management?	Adequate
--	-----------------

Leadership: Adequate

The acting headteacher provides a determined and well-informed lead. However, the well-chosen initiatives which have been planned well and undertaken have yet to impact significantly on raising standards in the school.

The senior management team works closely together and has put in place appropriate plans to address a wide range of concerns. However, individual responsibilities have yet to be developed and middle and senior management roles rationalised.

The acting headteacher has recently established rigorous procedures to review the work of the school and to put in place strategies to ensure that improvement is maintained.

Staff morale is high and all work co-operatively together. The impact of recent initiatives to review teaching and learning are beginning to be reflected in the overall quality of teaching across the school and in the progress that pupils make.

The school is giving careful attention to national and local priorities. For example, despite a restricted urban site, the school has successfully extended facilities for the Foundation Phase. Links with other schools to agree standards are strong and mutually beneficial. Arrangements for the professional development of staff have

been strengthened; these are clearly linked to the school's self-evaluation and priorities for improvement.

The role of the governing body is being reviewed and governors are now well informed about the school's performance. They are beginning to be more knowledgeable about the way that the school functions and the progress currently being made to raise standards. However, their effectiveness as a critical yet supportive friend of the professional staff is at an early stage of development.

Improving quality: Good

The school has effective processes in place for self-evaluation which focus on pupils' standards and accurately assesses many of its strengths and weaknesses. All teachers are fully involved in this process.

The acting headteacher has recently established rigorous procedures to review the work of the school and to put in place strategies to ensure that improvement is maintained. There has been significant progress recently in addressing most of the recommendations of the previous inspection. The impact of recent initiatives to review teaching and learning is beginning to be reflected in the overall quality of teaching across the school and in the progress that pupils make.

The school development plan sets appropriate and realistic targets. Priorities for action are supported well through effective planning and allocation of resources. The majority of staff are involved in networks of professional practice and these are starting to lead to improvements in standards for example, in reading. Professional learning communities beyond the school for example, in relation to the family of schools are at an early stage of development.

Although the school has made progress in implementing most of the recommendations of the last inspection, the majority of these have only recently been addressed.

Partnership working: Good

There is a strong partnership and a shared vision between the school and its various partners. Parental, community and business support have impacted positively on standards.

The senior management team have worked hard to increase parental involvement in school life by providing curriculum open mornings, behaviour policy meetings, mathematics and literacy meetings and annual parental questionnaires.

The school has been actively involved with a local community project and has participated in a number of educational and community based initiatives.

The school works well collaboratively with other schools locally and has effective transition links with the secondary school. This liaison ensures that pupils, parents and carers are fully engaged and involved in the transition process.

Links with other local schools to agree standards are strong and mutually beneficial. The school participates in effective moderation of pupils' work in conjunction with other schools in the authority.

Resource management: Adequate

Staffing and financial resources are managed and deployed effectively to support learning. Overall, the school deploys teaching and support staff well. They have the knowledge and expertise to cover all aspects of the curriculum.

Generally, teachers make good use of the time set aside for planning, preparation and assessment. These arrangements are well managed and are having a positive effect on standards. Managers have responded appropriately to the conditions in the national agreement on 'Raising Standards and Tackling Workload'.

The impact of resources on teaching and learning is now kept carefully under review and future needs are accurately identified. Currently, the school's spending decisions relate well to priorities for improvement. However, the timetable for the teaching of Welsh as a second language and information and communications technology do not make best use of the resources available.

In light of the adequate standards and management of resources, the school gives adequate value for money.

Appendix 1

Commentary on performance data

Pupils begin school in the nursery with levels of basic skills which are often well below those expected and found amongst pupils of this age, particularly in oracy. Many start school with English as an additional language and a significant minority join the school at other times with little or no English.

By the end of the reception year, many pupils make good progress in their acquisition of basic skills. However, they are still below the levels expected for five year olds. At the end of the Foundation Phase over the last five years, the proportion of seven year olds reaching the expected level 2 in English, mathematics and science has been below local and national averages. The results overall have been below most of the family of schools across Wales to which this school belongs. The results in 2011 were below the expected position of this school in its family in English and science and close to the expected position in mathematics.

The proportion of pupils reaching the higher level 3 in all three individual subjects has fluctuated, but has been below local, national and family averages except in science in 2009, when they were above national and family averages and in line with the local average. The combined results have been consistently below all three comparators. At the end of key stage 2 over the last five years, the proportion of eleven year olds reaching the expected level 4 in English, mathematics and science has been below local and national averages. The most recent results have also been well below the family average and below the school's expected position in its family.

Results at the higher level 5 have improved in 2011 to above the family average, but below local and national averages in English and close to the family average in mathematics and science. The results in Welsh as a second language were low. When the results of seven and eleven year olds are compared to schools with a similar proportion of free school meals (32% and above), the results in 2011 for seven year olds were above most of these schools in English but below in mathematics and science. The combined results were low.

The results of eleven year olds were above most similar schools in science, below in mathematics and well below in English. The combined results were well below. There is sound evidence to suggest that the results from 2011 were adversely affected by issues relating to pupil mobility and the arrival of pupils with little or no English.

In 2011 the results of seven year olds, who had joined the school in the nursery or reception classes and remained, showed that nearly all met the predictions made for them in English, mathematics and science. Approximately 35% exceeded their targets in English and 37% exceeded these in mathematics and science. The results of eleven year olds in 2011, who spent four years in key stage 2, however, were lower. Here most pupils reached the levels predicted for them and 26% exceeded these predictions in English and science and 13% did so in mathematics. In the national teacher assessments of seven and eleven year olds, girls have consistently outperformed boys. In 2011 pupils considered eligible for free school

meals made the expected progress for them. Those pupils who had English as an additional language attained below those pupils with English as the language of the home. However, they made the progress anticipated.

The standards of current work in pupils' books and in classroom observations are generally above those found in the national teacher assessments. This is a particular feature amongst older pupils.

Appendix 2

Stakeholder satisfaction report

Response to parent questionnaire

Twenty-five parents completed the questionnaire. Nearly all have positive views of the school. Almost all who responded either strongly agreed or agreed that they are satisfied with the school and that their children like school and are helped to settle in when they started. They feel that their children are making good progress and behaviour is good.

Nearly all parents believe that the teaching is good and staff have high expectations of their children. They feel that the homework set is useful. Nearly all feel that their children are treated fairly and with respect. All think the school encourages their children to be healthy and to take regular exercise. Nearly all think that the school is safe and that their children receive good support.

Most parents feel that they are well informed about progress. Nearly all have confidence to approach the school if they need to do so and are aware of the school's procedures for dealing with complaints. They believe that their children are successfully encouraged to be mature and to take on responsibilities. Most think that their children are well prepared for the next stage of their education.

A few parents are dissatisfied with the range of activities, trips and visits provided.

Response to pupil questionnaire

Seventy-eight pupils completed the questionnaire. Nearly all have positive views in most areas of the survey.

Nearly all feel safe in school and are encouraged to be healthy. They believe they are doing well and receive the help they need to make progress. They know what to do and who to ask if they need assistance.

Where there were some negative responses, these related to concerns about bullying and who to talk to if pupils were worried or upset. A few pupils do not find homework helps them to improve their work and think they have insufficient books and equipment. A minority have concerns about other children's behaviour in classes, at play times and lunchtimes.

Nearly all say that they are happy and enjoy coming to school. They say that bullying and disruptive behaviour is rare and effectively dealt with when it occurs.

Appendix 3

The inspection team

Mr Peter Mathias	Reporting Inspector
Mrs Helen Wyn-Smith	Team Inspector
Mrs Rhiannon Boardman	Lay Inspector
Mrs Lindsay Watkins	Peer Inspector
Mrs T Colsey	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.