



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

A report on

**Moorland Primary School
Singleton Road
Splott
Cardiff
CF24 2LJ**

Date of inspection: April 2018

by

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

About Moorland Primary School

Moorland Primary School is in Splott, in the city of Cardiff. It provides education for 462 pupils aged from three to eleven years old, including 64 who attend the nursery class part-time. There are 16 single age classes at the school. The school was last inspected in 2012. The headteacher took up her post in 2008.

Around a half of the pupils are of White British heritage. Around 40% of pupils speak English as an additional language. Between them, pupils speak 38 different languages in addition to English. A very few pupils speak Welsh as their first language. The local authority cares for a very few pupils.

The three year average for pupils eligible for free school meals is around 43%. This figure has decreased recently but remains well above the Welsh average of 19%. There is a notably high level of pupil mobility. The school has identified approximately 31% of pupils as having additional learning needs, which is well above the Welsh average.

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

This is a happy, inclusive school that welcomes and nurtures all pupils from the community. Pupils' welfare is at the heart of the school's ethos. The headteacher's vision is clearly focused on promoting equality of opportunity for everyone. The outstanding care and guidance that all staff provide supports pupils from many different backgrounds to settle into school and thrive, particularly those whose circumstances may make them vulnerable to underachievement. In addition, leaders have established very close working partnerships with parents, which support pupils' wellbeing extremely well.

The provision in the nursery and reception building is of a particularly good quality. Throughout the school, teachers provide a vibrant and stimulating curriculum, interesting lessons and a wealth of enrichment opportunities, for example in dance, music and sport. As a result, pupils enjoy their learning very much. Most make good progress and develop as confident citizens, with positive attitudes to learning.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

R1 Sharpen monitoring to identify improvement priorities more specifically

R2 Improve pupils' spelling, punctuation and handwriting

R3 Ensure that all teachers challenge pupils at a suitable level

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 a case study on its work in relation to developing a culture of parental engagement, for dissemination on Estyn's website.

Main findings

Standards: Good

Nearly all pupils, including pupils eligible for free school meals, make good progress during their time at the school. Most leave with standards at least in line with those expected for their age. Most pupils with additional needs make strong progress against their individual targets, and many reach the expected standards.

As pupils move through the foundation phase, nearly all develop confidence in speaking to adults, to partners and in front of their class. Most retell simple stories and, through singing and role play, they develop a wide vocabulary linked to the topics they have studied. For example, pupils in Year 1 take on the role of a sea captain and join in with rhymes and songs about pirates. Nearly all pupils listen attentively and respond appropriately to what they hear. They follow basic instructions in English and in Welsh. They enjoy listening to music and to each other, for instance being the helpwr heddiw.

In key stage 2, most pupils develop as articulate and confident speakers. They enjoy presenting to the class or expressing their views and opinions. For example, after listening carefully to a story in assembly about trust, they make links to messages about internet safety, warning their friends against being 'gullible'.

Across the school, nearly all pupils make consistently good progress in developing their Welsh oracy skills. They acquire a wide range of language patterns and most can use these confidently in a range of situations. They are eager to initiate conversations in Welsh in classes and around the school.

Pupils throughout the school make good progress with their reading. In the foundation phase, most use their knowledge of sounds to work out unfamiliar words. Many talk confidently about fiction and non-fiction books. By Year 6, most identify which authors and types of books they most enjoy. They can read with expression and deduce characters' motives from the text. Many enjoy reading for information and skim and scan texts for the material they need.

Pupils in the foundation phase enjoy mark making. Nearly all make good progress in beginning to write letters and words, using the letter sounds they know. In Year 1, many write postcards to Captain Salty using basic punctuation well. They spell common regular words accurately. Many Year 2 pupils retell stories such as The Three Little Pigs, including dialogue and interesting adjectives. In key stage 2, most pupils write for a wide range of purposes, such as planning a presentation or writing their own versions of stories they have heard. Most write independently and make improvements to their work. However, in many books, pupils' work is not always presented well, or does not show enough attention to accuracy in spelling, punctuation and handwriting.

Nearly all pupils develop effective reading and writing skills in Welsh. For example, they read and discuss appropriate Welsh texts linked to their topics.

In the foundation phase, most pupils develop their numeracy skills well. In the nursery, most pupils recite a range of number rhymes and count objects up to 10 with increasing confidence. By Year 2, pupils use a range of measuring skills effectively in their mathematics. Most pupils apply their skills to problem solving effectively. Overall, pupils apply their numeracy skills well across the curriculum. For example, Year 2 pupils measure the length of 'dinosaur bones' in centimetres and map the length of parts of a full size dinosaur using metre sticks.

In key stage 2, most pupils develop a secure understanding of number. Most use their skills well to investigate the relationships between different numbers. They consider patterns and rules when solving a wide range of problems. By the end of Year 6, many pupils use their numeracy skills confidently to support their learning in a range of subjects. For example, when studying the Victorians, they measure the perimeter and area of garden paving, and design and calculate the cost of creating a new Victorian style patio.

Most pupils develop their skills in information and communication technology (ICT) well. In the foundation phase, most pupils program small electronic toys skilfully, for example to find pirate treasure. Across the school, most use tablet computers confidently across a wide range of applications. By Year 6, nearly all pupils use spreadsheets successfully, for example to work out profits from the school Christmas Fair.

Wellbeing and attitudes to learning: Good

Nearly all pupils demonstrate great enthusiasm for their learning. Most are very interested and engaged in their lessons and are eager to share their work and successes with visitors. They greet adults and their peers confidently and respectfully and enjoy taking part in new experiences. Most show consistently good levels of kindness, respect and tolerance for each other, both in the classroom and outside at playtimes and lunchtimes.

Most pupils are extremely friendly and behave very well in all aspects of their school life. Most pupils listen carefully to what their teachers and peers say and respond appropriately to guidance and instructions. Nearly all feel safe, valued and well cared for. They have a clear understanding of whom they can ask for help if they need support or guidance. They understand the need to stay safe, including online, and pupils who act as digital leaders make a valuable contribution to the development of other pupils' ICT and digital skills. Digital leaders present confidently to a room full of adults and enjoy sharing their knowledge and expertise.

Most pupils show strong levels of engagement and they enjoy asking and answering questions. Many settle down to work quickly and work purposefully as they carry out tasks individually, in pairs or in groups. Many pupils concentrate for extended periods. For example, in the foundation phase, they maintain interest when washing vegetables for the role-play farm. Many pupils develop their independent skills well. In Year 6, most pupils are beginning to develop resilience when encountering challenges such as harder mathematics problems and programming challenges in their ICT lessons.

Pupil voice groups contribute well to the work of the school. For example, the school council identified the need to develop the reflective garden as a better place to use during playtimes for mindfulness. They took the initiative to address this through writing letters to secure funding. Other groups such as the playground buddies also contribute well to the health and wellbeing of pupils across the school. For example, they play games with the younger pupils and ensure that no one is left out. The eco committee has promoted energy saving and other environmental issues through leading assemblies, presenting to the governing body and contributing to other pupils' understanding, for example in promoting a 'walk to school' initiative.

Most pupils understand the importance of regular exercise and the need to eat and drink healthily. For example, foundation phase pupils choose their favourite fruits at daily snack time, which helps them to understand that fruit and vegetables are an essential part of a healthy diet. Many pupils take part in a good range of after school clubs and activities.

Most pupils attend school regularly and they understand the close link between good attendance and strong achievement. Most pupils arrive on time for school in the mornings.

Teaching and learning experiences: Good

The school's re-energised curriculum meets statutory requirements and engages pupils' interest and needs well. As a result, most pupils become confident and inquisitive learners. Recently, the school has begun to provide worthwhile opportunities for pupils to contribute their views about what they would like to learn.

The curriculum takes good account of the culture and heritage of Wales, for instance through a series of trips to visit local landmarks and places of interest, and a residential visit to a working farm. In addition, all pupils have plentiful opportunities to learn outside, for example in the forest school. There is good provision for pupils to take part in sports and the creative arts. For example, all pupils in key stage 2 learn to play a musical instrument, and all take part in a range of high quality, energetic dance activities.

The school embraces the principles of the foundation phase. Pupils in the nursery and reception classes have exceptionally well-planned provision to develop their social, oracy and early numeracy skills in a safe but exciting environment. The provision for older foundation phase pupils takes good account of the constraints of the Victorian building. Nevertheless, the opportunities for these pupils to practise their skills outdoors are not as well developed.

Overall, the quality of teaching is good. Teachers know their pupils well. They devise an exciting range of engaging learning experiences, which capture pupils' imaginations. Classrooms are bright and stimulating, and nearly all pupils enjoy the wide range of practical, engaging activities that their teachers provide.

Nearly all teachers manage pupils' behaviour well, and create a positive culture in their classrooms. For example, teachers praise pupils' good behaviour readily. Most teachers provide helpful feedback to pupils about what they do well, and how they could improve their work. Teaching assistants successfully help pupils to make progress, especially those with additional needs. As a result, nearly all pupils respect the adults who help them, and many want to work hard and achieve their best.

Most adults ask a purposeful range of well-chosen questions to encourage pupils to think about their learning. In a majority of classes, teachers match the level of challenge carefully to pupils' starting points. However, in a few classes, teachers' expectations of what pupils can achieve are not always high enough. For example, on a few occasions, teachers accept poorly formed handwriting or careless punctuation from pupils who are capable of achieving better.

Teachers plan carefully to ensure that all pupils have opportunities to develop their skills systematically. For example, the provision for pupils to learn the Welsh language is progressive and comprehensive. The recently improved provision for ICT enables all pupils to use technology confidently and acquire the skills they need to use technology as a tool for their learning. There are carefully planned opportunities for pupils to develop their numeracy and literacy skills in relevant contexts, such as producing business plans, menus and accounts for Year 5 pupils' own evening restaurant enterprise.

Care, support and guidance: Excellent

The way in which all staff involve parents in their child's learning and wellbeing is a strength of the school. There is an extensive array of opportunities for parents to join in with learning opportunities, which are highly effective in supporting both their child and also the school community. Parents regularly join a wide variety of networks to help the school through fund-raising, providing their expertise or supporting with reading or other activities. This contributes extremely effectively to the positive, friendly ethos in the school and enables pupils to thrive, as well as to learn confidently. The school also offers bespoke services and support to families when they need it. For instance, there are counselling services available to parents, and support for parents new to English. In addition, the family engagement officer provides highly beneficial support to families, for instance making arrangements to ensure that pupils attend school when their parents are too ill to bring them themselves. Parents appreciate the extensive range of opportunities provided to keep them informed about their child's learning and the school's developments.

Leaders ensure that the school provides a calm, welcoming and inclusive environment. Staff know their pupils extremely well and have a shared commitment to making a positive difference to the wellbeing of pupils and families. The school is a community in which all pupils can enjoy learning and develop an appreciation of each individual's unique talents and strengths. There is a high level of pupil mobility, and the school welcomes and supports new pupils particularly well. Adults plan thoroughly to meet the specific needs of each pupil as an individual.

All staff understand the importance of promoting pupils' spiritual, moral, social and cultural development. They provide good opportunities for pupils to develop and become active citizens who can make a difference both in school and beyond. For example, pupils visit a day centre for the elderly where they share gardening experiences and sing and perform for the pensioners. Pupils take part in a wide range of cultural activities, such as working with a local dance company or learning to play a musical instrument. A worthwhile partnership with the Welsh National Opera enables all pupils in Year 6 to enjoy regular, high quality singing and drama sessions. Pupils are encouraged to use their particular abilities in a variety of ways, for example by designing calendars for an anti-racism competition or posters for Gypsy, Roma and Traveller history month.

Staff encourage pupils to take responsibility and to share their ideas. For instance, there are beneficial opportunities for pupils to join the very active eco committee, or to become digital leaders.

Pupils learn the importance of keeping themselves healthy and safe. The school promotes healthy eating and drinking well and pupils know the importance of taking regular exercise. There are many valuable opportunities for pupils to be healthy and active during the school day. In addition, the school offers a wide range of extra-curricular clubs, which include football, games and dance, as well as cookery, art and mindfulness.

Pupils enjoy using technology and the school supports them to stay safe online. There are valuable opportunities for pupils to learn about safety in the community around them, for instance through dramatic presentations or visitors explaining the dangers around the docks. There is a strong programme of personal and social development, which helps pupils to learn about a wide range of aspects of health and wellbeing including finance, work, friendships and anti-bullying. Safeguarding procedures meet requirements and give no cause for concern.

Staff track individual pupils' progress systematically. There is a comprehensive range of intervention for pupils who need additional support. Where needed, the school seeks timely advice and help from external agencies, for example to provide support for pupils learning English as an additional language. School support staff are highly effective in meeting the pupils' needs through carefully targeted programmes.

Leadership and management: Good

The headteacher provides strong and effective leadership that focuses on developing pupils as individuals and making sure that they make good progress in a happy and caring environment. She shares this vision effectively with everyone who is associated with the school. Senior leaders have high expectations of how staff treat and respect pupils.

All staff are aware of their roles and responsibilities. They are eager to play a full part in the life of the school and to make it a better place for the pupils. Leaders encourage staff to take on responsibilities and to work together to identify areas for development. Staff help to evaluate the school's strengths and shortcomings. Leaders value their opinions and their input has led to improved provision. For example, teachers identified that some staff had stronger skills in ICT than others and that older pupils also had skills that could support staff. As a result, leaders made changes to the delivery of ICT lessons and involved pupils in supporting staff and other pupils. This has led to improved outcomes in ICT and staff having greater confidence in delivering this curriculum area.

There are effective arrangements to manage the performance of staff. Leaders identify suitable training and development opportunities linked to school priorities and the individual needs of staff. They provide staff with regular opportunities to share their practice and to learn from others both within the school and through links with other schools. There is a culture of staff reflecting thoughtfully on their own practice and considering important aspects of the school's provision, such as how to create

ambitious and capable learners. Staff make good use of educational research to identify new strategies to try in their classes and they evaluate the impact of these initiatives on improving outcomes for pupils well.

The school makes effective use of the pupil development grant to improve outcomes for pupils and families. For example, the family engagement officer works with pupils and their families to improve school attendance and helps parents to be more involved in their child's education. In addition to providing support for pupils' literacy and numeracy skills, it uses the funding imaginatively to provide a range of support services such as counselling, and enrichment activities in the creative arts.

Governors have a good understanding of the work of the school and its priorities for improvement. They provide effective support and challenge the school about areas that it needs to improve when appropriate. Leaders and staff keep governors very well informed about school events and curriculum developments, and governors have a good understanding of what the school is doing to address national priorities. For example, they know how the school is preparing for the new curriculum, improving the digital competence of staff and pupils and promoting the use of Welsh across the school.

The school has suitable processes to evaluate its performance and to plan for improvement. It makes effective use of a wide range of information to identify broad areas for improvement, but leaders do not always use monitoring activities well enough to identify the specific aspects within these areas that pupils need to improve. For example, they have identified the need to improve pupils' writing skills overall. However, their monitoring is not focused enough to pinpoint the areas most in need of improvement.

Senior leaders and governors manage the school's resources well. There are sufficient teachers and support staff to meet the needs of pupils. Pupils have enough good quality equipment to support learning effectively. The school provides an attractive and stimulating learning environment and makes good use of its extensive grounds to develop pupils' physical skills. Outdoor provision for pupils in the nursery and reception classes is particularly inviting and well planned. This promotes pupils' independent learning skills very well.

Copies of the report

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

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

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	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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