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Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Lansdowne Primary School  
Norfolk Street  
Canton  
Cardiff  
CF5 1JY**

**Date of inspection: February 2011**

**by**

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



**INVESTORS | BUDDSODDWYR  
IN PEOPLE | MEWN POBL**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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

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## Context

Lansdowne Primary School is situated a few miles to the west of Cardiff city centre. It mainly serves the areas of Canton, Leckwith and Victoria Park. The school provides education for pupils between three and 11 years of age. Pupils are taught through the medium of English, and Welsh is taught as a second language.

There are currently 342 full-time pupils on roll. In addition, children attend the nursery on a part-time basis, 32 in the morning and 32 in the afternoon. Pupils entering the nursery and reception classes come from a wide range of socio-economic backgrounds and enter school with very varied levels of basic skills. The 2010 data shows that 41% of pupils come from minority ethnic backgrounds and approximately 19% of pupils are entitled to free school meals. Both these figures have risen significantly over the past year. There are 198 pupils currently on roll who have English as an additional language, and this figure represents about 30 different home languages. No pupils in the school speak Welsh at home. Twenty-two per cent of pupils are registered as having special educational needs, including two pupils with a statement of special educational needs.

In 2007, as part of its plans to re-organise education in the city, Cardiff Council proposed to close the school to provide a site for a Welsh medium primary school. A decision to keep the school open was made in May 2010. The current head has been in post since 1998. There is currently an acting deputy headteacher.

The 2010-2011 individual school budget per pupil for Lansdowne Primary School is £3,086, which compares with a maximum of £14,067 and a minimum of £2,787 for primary schools in Cardiff. The school has the 85th highest budget per pupil out of the 102 primary schools in Cardiff.

## Summary

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

### Current performance

Overall, current performance is good. This is because:

- many pupils make sound progress and achieve good standards by the time they leave the school;
- the school is a happy, caring environment with an inclusive ethos. Pupils and staff are proud of their school and they enjoy being there;
- relationships in the school are very positive and are based on mutual respect;
- standards in speaking and listening are high; pupils speak confidently and communicate effectively with others;
- behaviour is good and attitudes to learning are positive throughout the school; and
- all staff work hard and show commitment to their professional responsibilities.

### Prospects for improvement

Prospects for improvement are good because:

- the headteacher and senior leaders promote a positive school ethos where pupils and staff feel valued and secure;
- leaders and the governing body are committed to improving standards;
- improvements made in a few areas have had a positive impact on outcomes for pupils; and
- partnerships with parents and the local community are strong and are used effectively to bring about improvement.

## **Recommendations**

In order to improve, the school needs to:

- R1 raise levels of achievement for more able pupils;
- R2 ensure that learning activities consistently provide sufficient challenge and are well matched to the needs of all pupils;
- R3 improve long term curriculum planning to ensure that pupils build on their skills, knowledge and understanding across all subjects progressively; and
- R4 ensure that school improvement targets are sufficiently detailed and that success criteria and monitoring focus on outcomes for pupils.

### **What happens next?**

The school will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Many pupils make sound progress in lessons and achieve good standards by the time they leave the school. However, more able pupils do not always achieve the standards of which they are capable.

Over the last four years, pupils' performance in teacher assessments at the end of key stage 1 (at the age of seven) and key stage 2 (at the age of 11) has generally improved, although 2010 results indicate a slight dip at both key stages. At key stage 1, outcomes for pupils are generally in line with the family of schools average for English, mathematics and science. At key stage 2, the proportion of pupils achieving level 4, the expected level for 11-year-olds, in all three core subjects compares well with that of other schools in the family.

There are no significant differences between the performance of boys and girls over time. However, in 2010, a much higher proportion of boys than girls achieved the higher level 3 in Year 2. Many pupils with special educational needs make appropriate progress in relation to their starting points. Most pupils who have English as an additional language perform well in class and achieve good standards in their work. Pupils who are entitled to free school meals make good progress.

Pupils' skills in speaking and listening are consistently good throughout the school. Nearly all pupils listen attentively and respond swiftly and correctly to instructions in all areas of the curriculum. Many, including those with English as an additional language, express themselves articulately and confidently, and communicate effectively with their friends and adults in formal and informal situations.

Most pupils develop good reading skills. Foundation Phase pupils handle books appropriately and become enthusiastic readers. Many use a varied range of appropriate strategies to help them to read and they talk confidently about the content and meaning of their books. Most older pupils use their reading and writing skills effectively to access all areas of the curriculum.

Skills in information and communication technology (ICT) are good. Most pupils use a variety of technology, including MP3 players and digital cameras, effectively to enhance their learning. By the end of key stage 2, many pupils use their numeracy skills confidently to tackle complex problems and investigations, but there is inconsistency in the development of number skills between year groups.

Most pupils in the Foundation Phase understand instructions in Welsh. They enjoy singing Welsh songs and their vocabulary is developing well. More able pupils in Year 2 write simple sentences. By the end of key stage 2, many pupils use the past and present tense with increasing confidence to describe their holidays and their friends. Although pupils often greet visitors in Welsh, they do not use their Welsh language skills enough outside their Welsh lessons.

## **Wellbeing: Good**

Most pupils understand the need to eat healthily and take regular exercise. Many are physically active and enjoy attending breakfast club and the many after school clubs. Pupils feel very safe in school and are confident that issues to do with bullying or harassment will be dealt with effectively.

Nearly all pupils are confident and happy to talk to visitors, and they are very proud of their school and its community. All pupils, especially members the school council and the eco committee, contribute to decision-making and feel that their opinions are valued. Behaviour is consistently good. Most pupils' attitudes to their work and to all aspects of school life are positive. Most work well together, and many older pupils in particular are keen to share their learning with others and find out how best to improve their learning.

Attendance, at 92%, is rising slowly, but it does not compare well with attendance levels in similar schools. Despite the school's concerted efforts to improve punctuality and attendance, a few families are consistently late and take extended holidays to visit family in term time.

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

The school provides a suitable range of learning experiences that meet the needs of the majority of its pupils. A good range of extra-curricular activities is available to pupils, and staff use these successfully to stimulate and enhance learning. Pupils also have opportunities to take part in a variety of residential visits, including a recent adventurous activities week at Storey Arms, in the Brecon Beacons, which develop pupils' co-operative skills and confidence well.

Many aspects of short term planning are appropriate. Teachers highlight learning objectives, success criteria and opportunities to develop skills. Intervention programmes for pupils with special educational needs are delivered competently. However, too often learning experiences are not well matched to pupils' needs and abilities. The curriculum does not build systematically enough on existing knowledge, understanding and skills as pupils move from the Foundation Phase to key stage 2. This prevents a significant minority of pupils from achieving the standards of which they are capable.

Most staff provide pupils with a good range of opportunities to develop their Welsh language skills. Teachers work well with the athrawes fro to improve continuity in the teaching of Welsh throughout the school. However, although progress is good in the majority of classes, it varies too much through the school. Provision for pupils to develop an understanding of Welsh culture and heritage is generally good.

There is good provision for pupils to increase their understanding of local and global issues. Many pupils are involved in local community projects and all have good opportunities to gain a good understanding of the diverse cultures in school. Displays celebrate the extensive work and effective links the school has developed

with a school in China. The eco committee is active in promoting the benefits of having a school garden and wormery, and all pupils are aware of the need to recycle and save energy.

### **Teaching: Good**

Teaching is generally good. In the Foundation Phase, staff's knowledge of the curriculum is well established and there is a good balance between child-led and teacher directed activities. Most teachers in key stage 2 have good subject knowledge; they plan appropriately, identify clear learning objectives and provide interesting learning experiences. Teachers use support staff effectively to assist individuals and groups of pupils in their learning. However, in a few lessons, the work is not always challenging enough for more able pupils.

Nearly all teachers make effective use of the interactive whiteboards and other resources to motivate pupils. Most lessons have a lively pace and engage pupils well but, occasionally, teachers' introductions are too long.

Teachers and support staff have introduced the use of assessment for learning strategies, and in around half of the classes observed these are having a positive impact on pupils' learning. The most effective teachers use questions well to encourage pupils to think about the next steps in their learning, and more able pupils talk confidently about strategies to improve their own work. The majority of teachers provide appropriate written or oral feedback to pupils.

All teachers use assessment records effectively to track the progress of individual pupils over time. Parents are well informed about their children's achievements through termly meetings and written annual reports. These reports also indicate the next steps children need to make to ensure that further progress is made.

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

The school has effective arrangements to support pupils' health and wellbeing. There are appropriate policies in place which parents and pupils understand. These policies support the inclusive ethos of the school effectively. Learning experiences promote pupils' personal, social and cultural development well. Assemblies provide appropriate opportunities for pupils to develop spiritually and morally by learning to understand and reflect on their own beliefs and those of others in the school's diverse community.

The school liaises closely and effectively with many external agencies to meet the variety of educational and social needs of pupils. There are good links with the behaviour support team, the educational psychologist and a range of medical professionals. These provide specialist support and training to school staff, which ensures that all pupils make the best progress possible.

The school has an appropriate policy and procedures for safeguarding.

Provision for pupils with additional learning needs is good. Staff work well with the special educational needs co-ordinator to diagnose learning difficulties early and



provide pupils with appropriate support. Staff review individual education plans regularly and keep parents fully involved and well informed about their children's progress.

The school tailors induction programmes well to meet the needs of different groups of learners. The school identifies pupils' needs when they join and staff ensure that these needs are met. This is particularly true for pupils with English as an additional language.

### **Learning environment: Good**

The school is an inclusive community, where pupils receive equal access to all areas of the school's provision. The pupils' work, classroom displays and artefacts clearly show that the school takes into account and values the diversity of pupils' backgrounds appropriately.

Overall, accommodation is of good quality. Pupils benefit from a stimulating and colourful learning environment in class and around the school. Good use is made of outdoor space to enhance activity-based learning as well as to support the wide range of lunchtime and after-school clubs. The school has recognised that lunchtime dining facilities are too cramped to accommodate all children and has made reasonable adjustments to timetables to ease the problem. However, occasionally these issues impact negatively on wellbeing and learning.

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

Over the past three years, the headteacher and governing body have successfully led the school through a very challenging and stressful period. The headteacher has promoted behaviours and values that contribute to a positive school ethos where pupils and staff feel valued and secure.

All staff understand how they contribute to the aims of the school. Senior leaders have clearly defined roles and middle leaders work extremely hard to fulfil their wide range of responsibilities. However, they do not always have sufficient time allocated to fulfil their roles. Appropriate performance management systems are in place for all staff. Teachers' performance targets link well to priorities in the school development plan.

The school pays appropriate attention to national priorities. The skilful implementation of the Foundation Phase in the nursery and reception classes has led to good levels of pupil wellbeing, independence and standards of achievement. The school has effectively addressed the priority of improving pupils' standards of reading, and is in the early stages of developing a skills based curriculum.

The chair of governors understands her role and asks relevant questions about the school's performance. Governors discuss the school's priorities regularly and know how these have been determined. They are aware of the school's self-evaluation processes and have a basic understanding of the school's data. However, governors

are still in the early stages of being actively involved in self-evaluation and in challenging the school's performance.

### **Improving quality: Adequate**

Leaders and middle managers have a fairly accurate understanding of the school's strengths and areas for development. However, the temporary nature of a few posts within the leadership and staff team has impacted on the school's ability to drive forward initiatives.

Over recent years, the school has implemented its plans to improve the quality and provision for ICT, and staff have succeeded in improving standards of reading across the school. All permanent teachers take part in a suitable range of monitoring activities linked to their subject co-ordinator roles. Although the outcomes of these activities feed into school development planning, monitoring does not focus enough on the school's agreed improvement priorities.

The acting deputy headteacher analyses performance data rigorously and has recently introduced a detailed pupil tracking system. Many teachers use the system to identify and target pupils in need of support and challenge. However, it is too early for there to be any evidence of significant impact on the achievement of pupils.

The school development plan links appropriately to self-evaluation. Targets are clear, timescales are appropriate and success criteria noted. However, it is not always clear how action planning will lead to the desired improvements. Targets are not methodically broken down into manageable steps and this has led to inconsistent development in some areas. Success criteria are often too vague and not sufficiently focused on raising pupil standards.

The school takes the views of pupils and parents seriously and takes their comments into account during the self-evaluation process. For example, a recent review of the school meal provision was a result of pupils' responses to a questionnaire. The school council provides valuable opportunities for pupils to contribute to the self-evaluation process.

All staff benefit from continued professional development. In-service training over a few years has improved teachers' confidence in teaching ICT and Welsh as a second language. Through regular team and phase meetings, teachers and support staff share professional knowledge and practices informally. However, there are no formal, enquiry-based Professional Learning Communities which focus specifically on improving standards.

### **Partnership working: Good**

The school has developed valuable relationships with a wide variety of partners in Cardiff. These relationships help the school to raise standards, extend the range of activities available to pupils and improve their wellbeing. For example, the school's strong link with Cardiff City Football Club has had a positive impact on pupils' standards of health and fitness. The school has very strong links with the local

community. Parents make a valuable contribution to a range of school activities, such as supporting pupils on school trips and visits.

The school takes an effective role in developing joint working practices that create trust and good communication between partners. For example, the school's link with Zhong si lu Elementary School in China and its partnership with the Confucius Institute which provides the teaching of Mandarin to older pupils have been particularly useful in broadening pupils' knowledge of a different culture and language.

There are successful transition arrangements with the local secondary school. Pupils benefit significantly from thorough moderation activities and joint working practices, such as the sharing of the secondary school French teacher to introduce French to pupils in Year 6.

**Resource management: Good**

The school deploys teaching and support staff appropriately to meet the needs of most pupils. All teachers make effective use of planning, preparation and assessment time. The school ensures that all pupils have appropriate learning resources that are well matched to their needs.

The headteacher and the governing body's finance committee review the budget regularly. The school's spending decisions relate well to priorities for improvement. For example, the recent purchase of interactive whiteboards has already had a positive impact on provision for ICT and on pupils' standards of achievement.

Overall, outcomes for pupils are good. Due to the good progress made by most pupils by the end of key stage 2, the school provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Twenty-eight parents or carers completed the questionnaire. Generally, they expressed a very high level of satisfaction with the school. All say that the school helped their children to settle when they first started and most feel that their children like attending school. All feel that their children are safe at school and many think that behaviour is good. Most feel that teaching is good and many feel that teachers expect their children to do their best. Eighty-nine per cent of parents feel that their children are making good progress. Most think that they are kept well informed about their children's achievement, but a minority are unclear about the support their children receive for their additional learning needs. Most parents think that the school is well run and nearly all feel comfortable to approach staff if they have any questions or concerns. Most parents feel that that homework builds well on what their children learn in school. Most parents are confident that the school helps their children to become more mature and take on responsibility, and many feel that their children are well prepared for the move to the secondary school. A minority of parents are unsure of the school's procedure for dealing with complaints.

#### Responses to learner questionnaires

One hundred and fifty-six pupils in key stage 2 completed the questionnaire. Most were overwhelmingly positive. Nearly all pupils feel safe in school. They feel that bullying is dealt with effectively, and would know whom to talk to when they are worried or upset. All pupils agree that the school helps them to keep healthy and nearly all agree that there are plenty of chances for them to be physically active. Most feel that they are doing well at school. They feel that the teachers and support staff help them to progress in their learning and they know what to do if they need help. Most think that there are enough resources to enable them to learn effectively. Nearly all pupils feel that homework helps them to improve on their work in school. A small minority of pupils think that behaviour at playtime and lunch time is not good enough and a few feel that pupils' behaviour prevents them from getting their work done as well as they could.

## Appendix 2

### The inspection team

Sarah Morgan	Reporting Inspector
Elizabeth Miles	Team Inspector
Mererid Wyn Williams	Team Inspector
Julie Ann Price	Lay Inspector
Simone Roden	Peer Inspector
Richard Edwards	School Nominee

## Copies of the report

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## 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' (R) refers to the year group of pupils in a primary school who reach the age of five during the academic year. Year 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	R	Y1	Y2	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:

Key stage 1	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