A report on

Bishop Childs C.I.W. Primary School
Willowbrook Drive
St Mellons
Cardiff
CF3 0AY

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by

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

About Bishop Childs C.I.W. Primary School

Bishop Childs Church in Wales Primary School is in the St Mellons area of Cardiff. The school has 212 pupils aged between 4 and 11. There are seven single-age classes. There are no pupils of nursery age, although most attend some form of pre-school provision before entry.

The average proportion of pupils eligible for free school meals over the last three years is 11%. This is below the national average of 18%. The school identifies that around 22% of its pupils have additional learning needs, which is similar to the Welsh average of 21%.

The majority of pupils are of white British ethnicity. Around 21% come from ethnic minority backgrounds and about 14% are learning English as an additional language. No pupils come from homes where Welsh is the first language.

The headteacher took up her post in September 2015. The school's last inspection was in 2012.

Estyn does not inspect religious education or the religious content of collective worship when inspecting a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

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

Most pupils display positive attitudes towards learning and work well in lessons. They contribute purposefully to teachers' planning and show enthusiasm in their work. Teachers have a good understanding of pupils' needs and interests and monitor their progress closely. As a result, most pupils make good progress from their starting points and achieve good standards in their literacy and numeracy skills.

The headteacher and senior leaders show a strong commitment to developing the school. They maintain high expectations of staff and pupils and they support all members of the school community to work together well. There are strong working relationships between pupils, teachers and teaching assistants. The quality of teaching is usually good. The school provides valuable additional support to pupils when needed. This enhances their wellbeing and achievement beneficially.

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

Recommendations

R1 Improve pupils' ICT skills, particularly in key stage 2

R2 Provide further opportunity for pupils in the foundation phase to develop their skills through purposeful play inside and outside the classroom

R3 Ensure that self-evaluation processes and development planning focus clearly on improving outcomes for pupils

What happens next

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

Main findings

Standards: Good

The majority of pupils enter the school with skills in line with those expected for their age. Most pupils, including those with additional learning needs, make good progress as they move through the school. Most achieve well by the end of key stage 2 across nearly all areas of learning.

Most pupils have well developed oracy skills. They listen attentively and speak confidently with other pupils and adults. For example, Year 1 pupils readily recount details about a visit to St Fagan's, describing clearly how teachers in the past used to punish pupils for being dirty when they arrived at school. By Year 2, most pupils listen with sustained concentration, for instance when following a call and response rhythm for an African song they create as part of their 'World of Contrast' topic. Many older pupils use a good range of vocabulary to express their views and thinking clearly, for example, when suggesting how a character may feel after watching a movie clip from a silent animation of a traditional story. They listen respectfully to the ideas of others and contribute sensibly to group and class discussions.

Most pupils make secure progress in developing their reading skills. In the foundation phase, pupils build their understanding of letter sounds successfully. They use a suitably wide range of strategies to work out unfamiliar words and they read suitable texts with accurate comprehension. In key stage 2, many pupils show enjoyment in reading and describe their own preferences clearly, providing relevant reasons for their opinions. Many pupils skim and scan texts efficiently and select relevant information from books and web pages when conducting research linked to their topic work. For example, Year 5 pupils use the internet effectively to learn about differences in the experience of wealthy and poor children during the Victorian era. Most pupils use their reading skills across the curriculum to carry out independent tasks successfully.

Most pupils' written work is of a good standard. The majority of pupils in the reception class begin to form letters accurately and write short sentences using their knowledge of letter sounds effectively. By Year 2, many pupils sustain their writing well, for instance to produce postcards describing their 'visit' to a chosen country. In key stage 2, nearly all pupils write in a suitably wide variety of different forms and show a clear understanding of how to match the style of their writing to a purpose. Most edit and improve their work successfully. A few pupils produce extended writing of high quality, using sophisticated vocabulary and stylistic features to very good effect. For example, they use emotive language powerfully to engage the reader's empathy when expressing the feelings of an endangered animal. Across the school, most pupils use appropriate grammar and punctuation correctly. Many pupils spell accurately and develop a neat cursive handwriting style.

Most pupils develop good Welsh language skills as they move through the school. Nearly all enjoy learning Welsh and participate enthusiastically in activities. Most pupils use a suitable range of familiar patterns and phrases confidently. For example, Year 2 pupils use their knowledge of the names of body parts to describe how they are feeling during a visit to the doctor. Most pupils read their written work

confidently. In key stage 2, most pupils show secure comprehension of a simple Welsh language text and pick out relevant information from a book they read, for example, to identify details about an individual's likes and dislikes. Most pupils convey personal information accurately through their written work. They spell common words correctly and show secure understanding of relevant vocabulary and grammar, for instance when describing their family or relating events using the past tense.

Throughout the school, most pupils develop their mathematical skills successfully. They show a clear understanding of the different areas of mathematics, such as measures, number and shape. For example, pupils in the reception class create interesting spikey dinosaur pictures using a variety of two-dimensional shapes. By the end of the foundation phase, most pupils extract relevant information from block graphs to find the difference between the values shown when looking at favourite fruits. Many younger pupils in key stage 2 tell the time confidently to the nearest minute and convert analogue times to digital. By the end of key stage 2, most Year 6 pupils identify important information and follow appropriate steps to solve a problem about the perimeter of irregular polygons. Most pupils apply their mathematical skills well to other areas of the curriculum. For example, pupils in Year 5 apply their knowledge of line graphs during a science lesson, to help them to organise and interpret data about the changing length of shadows during the day.

Across the school, many pupils develop suitable skills in using word processing software. In the foundation phase, most pupils use tablets and laptop computers appropriately, for instance to drag and drop items and to collect data using an online program. In key stage 2, many pupils use their Information and communication technology (ICT) skills effectively to research topics of interest and to create leaflets and presentations. However, most pupils do not develop their ICT skills well enough to support their learning across the curriculum as effectively as they could.

Wellbeing and attitudes to learning: Good

Nearly all pupils feel safe in school. They know where to turn if they need support and are confident that staff will deal with their concerns effectively. Nearly all pupils have positive attitudes towards their learning and enjoy celebrating and discussing their work with adults. Most pupils welcome challenge in their work and view it as a positive way of advancing their learning. For example, nearly all older pupils edit their work regularly to make improvements and they see this as a way to take responsibility for their progress.

All pupils are proud of their school and enjoy the topics they study. Most pupils interact well with teachers and other staff and are very positive about their relationships. They work co-operatively with partners or in small groups and organise themselves responsibly when working independently. Most pupils settle quickly to their work and concentrate well. Nearly all pupils are very attentive during lessons and apply themselves to tasks purposefully.

Most pupils have a sound understanding of how to keep themselves safe online including by not sharing personal information. Nearly all pupils follow the school's

'Six Golden Rules' and have a secure understanding of the key values the school promotes. They embody these consistently through their good conduct around the school. For example, all pupils are polite to one another and to adults in lessons, assemblies and during break and lunchtimes.

Nearly all pupils have a clear understanding of healthy eating and drinking and the importance of exercising regularly. A majority of older pupils participate in after-school clubs and enjoy developing their sporting and technical skills. Many pupils readily take on leadership roles in a wide variety of pupil-led groups. They play a purposeful role in important decisions about the life of the school, for instance, through contributing to a redesign of the school uniform. Most pupils are developing well as ethical and informed citizens, for example through beneficial activities and links within the local community, such as donating the harvest collection to a food bank.

Nearly all pupils are aware of the importance of attending school regularly and punctually. Over recent years, pupils' overall rates of attendance compare favourably to those of similar schools.

Teaching and learning experiences: Good

Throughout the school, there are good working relationships between teachers and pupils and there is a positive atmosphere for learning in all classes. Teachers manage pupils' behaviour well in classrooms and around the school.

All teachers understand the interests and individual needs of pupils in their classes well. Most use this knowledge purposefully to plan engaging activities that motivate most pupils effectively. For example, they provide beneficial opportunities for Year 6 pupils to direct their learning during their 'Dodging Doomsday' topic. This encourages pupils to exercise responsibility for their learning and to reflect on the impact individual choices may have on the health of the environment. As a result, many older pupils are developing a strong understanding of their role as ethical and informed citizens.

All teachers have clear objectives for pupils' learning that they share appropriately with them at the start of lessons. In most classes, they use a suitable range of teaching strategies to engage pupils' thinking successfully. However, teachers do not always provide enough opportunity for pupils in the foundation phase to learn through play and practical activities indoors and outside the classroom. Many teachers set a pace for learning which sustains most pupils' interest well. In most lessons, teachers achieve a suitable balance between intervening to support pupils and allowing them to work independently. Teaching assistants work closely with teachers and contribute purposefully to pupils' progress, for example, when supporting pupils to refer to the text to justify their opinions during guided reading sessions.

Teachers assess pupils' progress regularly. They use questioning appropriately to monitor pupils' understanding and to offer them further clarification when needed. Teachers give pupils useful feedback on their work. They use agreed strategies, including 'toolkits' for success, consistently across the school. This ensures that pupils understand clearly what they need to do to improve their work. Teachers work well together to provide suitable support to prevent pupils from falling behind.

Teachers take careful account of the literacy and numeracy framework to ensure that the development of pupils' skills builds from class to class. As a result, all pupils benefit from purposeful opportunities to use their communication and numeracy skills in worthwhile tasks across the curriculum. Teachers use an online platform to provide additional opportunities for pupils to develop their reading skills within school and at home. The school is developing its provision to meet the requirements of the digital competency framework, but the teaching of ICT does not support pupils in key stage 2 to develop their skills well enough.

Teachers make suitable links within topics to develop pupils' awareness of the diversity and history of Wales. This includes many visits to places of local and national historical and environmental interest, such as Big Pit and Newport Wetlands. These opportunities support pupils to develop a clear understanding of the richness of their culture and identity. Teachers give pupils worthwhile opportunities to develop their Welsh language skills. They use a lively range of activities, including songs, games and role-play, to motivate pupils strongly. As a result, nearly all pupils show positive attitudes towards learning Welsh and achieve well.

Care, support and guidance: Good

The school is a calm and nurturing community. All staff provide a high level of care that contributes successfully to securing good outcomes for pupils' wellbeing. All staff know pupils well and respond sensitively to their social and emotional needs. The school's strong inclusive ethos supports pupils in developing their social and moral understanding successfully.

Teachers identify pupils' additional needs swiftly. They use regular pupil progress meetings and interventions skilfully to support all pupils to make good progress. Senior leaders track the progress of different groups of pupils very effectively. They ensure that interventions, such as small group withdrawal sessions, focus on meeting pupils' needs precisely. For example, the provision of emotional literacy support to help pupils establish friendship groups has resulted in improved wellbeing and attendance for identified pupils.

Valuable links with specialist services support pupils with a range of additional needs beneficially. For example, guidance provided by speech and language therapists ensures that relevant pupils receive effective support in classes. The worthwhile police liaison programme raises pupils' awareness of substance misuse and risks to online safety well.

The school, in response to parent questionnaires, has implemented an ongoing programme of workshops to help parents support their children's learning. These workshops are highly valued by parents, especially as pupils play an active role in leading them.

Teachers provide worthwhile opportunities for pupils to develop their imagination through artistic activities, for example, by creating items for the Christmas Fair and recycling shirts to make reusable bags. The school organises a suitable range of performances for pupils to participate in, such as when members of the school choir sing to residents of a local care home.

The school provides extensive opportunities for pupils to enhance their leadership skills through involvement in a wide range of inclusive pupil voice groups. These groups enable pupils to contribute to decisions about the work of the school purposefully. For example, the school's Super Ambassadors work with all pupils to build their understanding of children's rights. Teachers provide worthwhile opportunities for pupils to contribute to curriculum planning and to influence what they learn. For example, Year 4 pupils devise questions to investigate as part of their topic on 'Wild Water'.

All teachers promote positive attitudes towards diversity and equality. They give pupils purposeful opportunities, for instance through participating in a national racism awareness campaign, to learn about values, such as respect and tolerance.

The school makes appropriate arrangements to promote healthy eating, drinking and exercise. This helps pupils to make positive lifestyle choices, for example, by drinking water instead of fizzy drinks and taking regular exercise during the school day and through extra-curricular clubs.

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

Leadership and management: Good

The headteacher gives the school clear, strong direction. She collaborates effectively with staff, governors and parents to create a shared vision for the school. This focuses firmly on supporting the wellbeing of all pupils and ensuring that they develop the essential skills to be successful in their future lives.

All staff have a clear understanding of their roles and respond positively to the high expectations that leaders have of them. Senior leaders provide effective support to other members of the staff team to strengthen the impact of their work on learners. For example, they model how to conduct a 'learning walk' to monitor standards in literacy accurately. This has resulted in teachers feeling more accountable for pupil outcomes in their areas of responsibility.

The school maintains an appropriate focus on meeting national priorities. Teachers plan purposeful opportunities for pupils to develop and apply their literacy and numeracy skills across a range of subjects successfully. However, leaders have not established the principles of the foundation phase fully enough. As a result, younger pupils do not always have sufficient opportunities to explore, to be creative and to develop their social and problem-solving skills fully across the foundation phase.

The headteacher and other senior leaders continually strive to improve outcomes for pupils through regular evaluations and reflection. Senior leaders involve teachers and support staff fully in reviewing aspects of their work. They focus strongly on monitoring the progress of individual pupils and addressing any barriers to their learning that may arise.

The school's self-evaluation processes identify most of the strengths of the school and areas to develop appropriately. Leaders use information from a worthwhile range of monitoring activities to evaluate the quality of the school's provision

carefully. For example, regular scrutiny of pupils' work gives leaders a secure understanding of the effectiveness of teachers' marking and feedback to pupils. Teachers now give all pupils verbal and written feedback of good quality that helps them to make sound progress. However, evaluations and improvement plans do not always focus sharply enough on outcomes for pupils across the school. As a result, the school improvement processes have not identified a few areas requiring improvement or addressed others robustly enough, for example in relation to pupils' ICT skills.

The school has an enthusiastic and reflective team of teachers and teaching assistants who work collaboratively and support each other effectively. Leaders give staff a suitable variety of worthwhile opportunities to develop their professional knowledge. For example, whole-school training in mathematics has enthused both teaching assistants and teachers, and developed their knowledge and skills successfully.

Senior leaders model and promote professional values and behaviours successfully. They make useful arrangements for staff to learn from each other. For example, 'coaching pairs' share expertise across the school and implement specific improvements to teaching. Thorough evaluations demonstrate that teachers find this professional dialogue beneficial in developing their practice.

Leaders make efficient use of the school's resources, for instance, by updating the range of reading books available to pupils. The indoor environment has undergone substantial refurbishment. This has refreshed the interior and created a calm and well-organised learning environment. The school has sufficient well-qualified staff to support pupils' wellbeing and progress beneficially.

The governing body is supportive of the school and carries out its statutory responsibilities well. The headteacher keeps governors well informed about the school's work, such as how it is developing its curriculum. Governors take part in first-hand monitoring, such as observing lessons, and have a secure overall understanding of the standards reached by pupils. A few governors use their expertise effectively to support the school well. For example, they monitor the school's spending decisions closely and contribute purposefully to financial planning.

The school uses its pupil development grant to support vulnerable pupils effectively. For example, leaders use this funding to deliver valuable interventions that develop pupils' literacy and numeracy skills successfully. This results in most targeted pupils making progress in line with their peers.

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.