

**Inspection under Section 28 of the
Education Act 2005**

A Summary Report for Parents

**Rhiwbeina Primary School
Lon Uchaf, Rhiwbeina
Cardiff, CF14 6HL**

by

**Merfyn Douglas-Jones
78185**

School Number: 6812092

Date of Inspection: 30/03/09

Date of Publication: 05/06/09

Under Estyn contract number: 1114308

© Queens Printer and Controller of HMSO 2009: 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.

Rhiwbeina Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Rhiwbeina Primary School took place between 30/03/09 and 02/04/09. An independent team of inspectors, led by Mr Merfyn Douglas-Jones, undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection. **A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.**

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

The school received a **short** inspection.

The school's priorities and targets

1. The school's shared vision is:

"We are a TEAM..... Together, Everyone Achieves More"

2. The school's aims are to:

- Enable learners to explore and make sense of the world, reason and problem solve as well as plan, create and invent;
- Ensure pupils are actively engaged participants in the process of assessing their performance;
- Enable our pupils to enjoy learning, make good progress and achieve and live healthy and fulfilling lives;
- Engage our pupils to make a positive contribution to the school and local community and the world around them;
- Provide good quality teaching;
- Make pupils confident, independent, resourceful and reflective learners.

3. The school's priorities for 2008 – 2009 are:
- To initiate a planned incremental, sustainable and facilitated approach to managing curriculum change in Foundation Phase and KS2 curriculum 2008;
 - Develop outdoor the learning environment to promote effective learning and teaching in Foundation Phase and KS2;
 - Review, upgrade and reallocate the provision of IT hardware;
 - Update reading materials;
 - Engage pupils as active participants in their learning;
 - Build on good practice as an ECO School;
 - Enhance pedagogy and effective learning, and
 - Review roles and responsibilities of SMT, staff and governors.

Summary

4. The headteacher and staff of Rhiwbeina School work extremely hard to provide an exceptional range of exciting and rich experiences and opportunities that successfully meet the needs and interests of all pupils.

There are many outstanding features which include:

- Consistently high standards of pupils' achievements and behaviour;
- Inspirational teaching across the school;
- High quality support and guidance, and
- A strong ethos of learning.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

5. The inspection team agreed with the grades the school gave in its self-evaluation report in six of the seven key questions but awarded a lower grade in key question 5.
6. Analysis of the school's tracking shows that pupils make good and often outstanding progress from on-entry to leaving at the end of key stage 2.
7. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
8. Over the last three years, end of key stage 1 and key stage 2 results have been consistently above both local and national averages. Compared to similar schools, (i.e. schools within the same percentage band of pupils entitled to free school meals), they are consistently in the top 25 per cent in key stage 1 and in the second quartile in key stage 2.
9. In 2008, the core subject indicator (CSI) for key stage 1 (i.e. the percentage that achieved level 2 or above in the core subjects), was 100 per cent compared to the national figure of 81 per cent.
10. In 2008, the CSI percentage for key stage 2 (i.e. pupils achieving level 4 or above in all three core subjects), was 92 per cent in the school compared to 75 per cent nationally.
11. Early Years children and pupils in both key stage 1 and key stage 2 make outstanding progress in the key skills of listening, speaking, reading, writing and numeracy. Their ability to use their information and communications skills across the curriculum is also outstanding.
12. Pupils, including those with additional learning needs (ALN) and those from minority ethnic groups, make good and often outstanding progress in gaining knowledge, understanding and skills.
13. Overall, pupils' problem-solving and creative skills are outstanding and they use them regularly to good effect across the curriculum. They also demonstrate exceptional entrepreneurial and decision making skills, as evidenced in the school council and the Eco committee meetings.
14. Bilingualism is consistently integrated into the life of the school and, consequently, pupils' bilingual competence is good. Most pupils' knowledge and awareness of the heritage and culture of Wales are outstanding.
15. Nearly all pupils make outstanding progress in developing their spiritual, moral, social and cultural awareness. All pupils succeed regardless of their ability, gender, or social background and are well aware of the importance of ensuring equal opportunities for all.
16. Pupils are extremely well motivated and very eager to learn. They are able to work independently within the structure of the class and in the general context

of the school. The standards of behaviour and the levels of courtesy and respect pupils demonstrate are exemplary.

17. Levels of attendance averaged 95.5% over the last three terms, which is above the average attendance rate in Wales.
18. Pupils show excellent development in their personal, social, moral and wider development. Pupils develop both respect for, and a sound understanding of, the diversity of cultures in society. This is an outstanding feature.
19. Pupils have many opportunities to participate in a variety of ways within the local community and have an outstanding understanding of the community and of the world of work.

The quality of education and training

20. In the 58 lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
41%	57%	2%	0%	0%

21. These figures are well above the national picture as reported in HMCI's Annual Report 2007 – 2008, where the quality of teaching is reported to be grade 2 or better in 83 per cent of lessons and 16 per cent grade 1.
22. Teaching in the Early Years is consistently good and often outstanding, with extremely wide and exciting activities and opportunities that motivate and challenge children, and which are clearly linked to the Foundation Phase outcomes.
23. The quality of teaching in key stage 1 and key stage 2 is also good with many outstanding features.
24. Outstanding features were identified in 41 per cent of the 58 lessons observed. These included: the ability to draw on a range of contexts, resources and teaching strategies that motivate and raise pupils' self-confidence, and tasks and activities that are challenging within a set time scale and very well matched to pupils' ability.
25. The arrangements for the assessment of pupils' achievements and in monitoring standards in learning are exceptionally thorough.
26. The quality of the reports for parents and carers is exceptional and provides them with a detailed and comprehensive analysis of what their children know, understand and can do. They also indicate clearly, what their children need to do to improve.
27. The school's response to the learning needs and interests of all pupils, including those with ALN and children under five, is outstanding. There is a broad, balanced and coherent curriculum which focuses on the learner. Opportunities

to promote and apply pupils' basic and key skills are clearly indicated in daily lesson plans and schemes of work.

28. Opportunities for pupils to engage their imagination and be creative are exceptional, and the school also provides an outstanding range of activities for pupils to use and advance their problem-solving and entrepreneurial skills, whilst encouraging their ability to learn independently.
29. Pupils' experiences are broadened through the excellent variety of extra-curricular activities, including out of school visits and clubs.
30. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through a variety of learning experiences.
31. The heritage and culture of Wales permeate the whole curriculum and is particularly evident in whole school assemblies and pupils' presentations. Bilingualism is promoted well across the school.
32. Links with parents are good and transition links with the local comprehensive school are outstanding and very successful.
33. Visits to the local community provide pupils with a range of valuable experiences and further their awareness of the community and the world of work. Although the school welcomes work experience students from the local comprehensive, links with initial teacher training institutions are underdeveloped.
34. The school takes appropriate account of pupils' social, ethnic, linguistic and educational backgrounds and is successful in promoting gender equality and in challenging stereotypical choices.
35. The schools' provision reflects national priorities to promote lifelong learning skills well and suitably raises pupils' awareness of community regeneration and the impact of social and economic changes in society.
36. The school plans and manages its care arrangements extremely effectively and makes good use of a range of support services when needed. This provision makes a contribution to the well-being of all pupils.
37. The quality of the schools' partnership with parents and carers is good. Most parents are appreciative of the support their children receive. The school has an effective induction and support programme that helps the pupils settle in quickly.
38. The school's well structured Personal and Education Programme (PSE) is an outstanding feature. It is integrated into schemes of work across the whole curriculum and excellent use is made of personnel and events outside school.
39. Attendance and punctuality is systematically monitored. Procedures are rigorous.

40. Procedures for monitoring and dealing with pupils' behaviour and performance are outstanding and consistent across the school.
41. The school is diligent in assuring the healthy development, safety and well being of pupils and has appropriate procedures to ensure the protection of children.
42. The school is very proactive in developing pupils' understanding of racial equality and the importance of good race relations based on mutual respect. The school ensures that all pupils are treated equally and are fully integrated into the life and work of the school. This is an outstanding feature.
43. The provision for pupils with additional learning needs is outstanding and fulfils the requirements of the Code of Practice.
44. There are good procedures for early identification of these pupils and their needs are effectively addressed with individual and small group support. The identification and provision for the needs of the more able and talented pupils is an outstanding feature and very well developed throughout the school.

Leadership and management

45. The quality of leadership shown by the headteacher, the assistant headteachers and staff is outstanding. There is a sense of purpose and direction that sets high expectations and promotes and sustains improvements of pupils' performance.
46. Members of staff have responsibilities for areas of learning and take these responsibilities conscientiously. However, regular opportunities for all staff to undertake personal and professional development are underdeveloped.
47. The school takes full account and advantage of local and national initiatives. Outstanding links have been established with the feeder secondary school where year 6 pupils attend for one afternoon each week.
48. Appraisal arrangements for monitoring the performance of teachers and identifying development targets do not meet statutory requirements. The empowering of the assistant headteachers in management issues, including assisting the headteacher in creating a regular cycle of performance management, is underdeveloped.
49. The governing body is fully supportive of the headteacher, staff and pupils and the aims and objectives of the school. It complies with all statutory responsibilities and discharges its duties well.
50. A culture of systematic self-evaluation is extremely well established and the views of all those who have an interest in the school are central to the evaluation process. The schools' self-evaluation process is outstanding in identifying, prioritising and addressing key areas for improvement.
51. The School Improvement Plan (SIP) is a clear and purposeful document, which moves the school forward, in the short and long term.

52. Overall, the school has made good progress since the last inspection. Nearly all the key issues have been successfully addressed.
53. The sufficiency in numbers of teachers, their qualifications, their experience and their passion for teaching ensures that all learners are extremely well motivated and excel highly in their levels of achievement. This is an outstanding feature and a strength of the school.
54. The quality, range and use of resources, material and equipment are outstanding. The quality and use of the accommodation, including outdoor areas, is outstanding. The school clearly gives outstanding value for money.

Recommendations

55. In order to improve, the school needs to:
 - R1 *Continue to develop a skills-based curriculum and the Foundation Phase initiative;
 - R2 *Further empower the assistant headteachers in management issues, including a regular cycle of Performance Management for all staff;
 - R3 Provide regular opportunities for all staff to undertake personal and professional development;
 - R4 Develop further links with Initial Teacher Training Institutions.

* Already identified in the latest school development plan.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.