



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

**Report following monitoring
Level of follow-up: significant improvement**

**Allensbank Primary School
Llanishen Street
Heath
Cardiff
CF14 3QE**

Date of visit: February 2015

by

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

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The monitoring team

Mike Maguire	Reporting Inspector
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Outcome of monitoring visit

Allensbank Primary School is judged to have made sufficient progress in relation to the recommendations following the core inspection in December 2013.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring significant improvement.

Progress since the last inspection

Recommendation 1: Improve outcomes at the end of both key stages

Satisfactory progress in addressing the recommendation

Overall, there has been a modest improvement in the number of pupils achieving the expected outcomes and levels in the Foundation Phase and key stage 2 since last year.

In the Foundation Phase, the achievement of pupils at the expected outcome has improved and now generally compares favourably with the achievements of pupils in similar schools. In key stage 2, there has been a small improvement in the numbers of pupils achieving the expected level but this performance still places the school in the bottom 25% of similar schools.

At the end of the Foundation Phase and key stage 2 in 2014, too few pupils achieved the higher outcome 6 and higher level 5. Although the number of pupils achieving the higher level in all three core subjects in key stage 2 has improved, the performance of pupils still does not compare well with that of pupils in similar schools.

Only a minority of pupils remain at the school for the whole of their primary education, from reception to Year 6. Nevertheless, most pupils, including those with additional learning needs, and with English as a second language, make good progress and achieve well in relation to their starting points.

Scrutiny of pupils' work indicates that, across the school, the standard of pupils' work is improving.

More able pupils in both key stages read well with good fluency and expression and have a good understanding of their texts. In the Foundation Phase, younger pupils have sound strategies for reading unfamiliar words.

Many pupils in both key stages produce a good range of written work that is age appropriate. In key stage 2, many older pupils redraft and structure their work appropriately and generally use punctuation accurately. They write for a good range of different purposes, for example, older junior pupils use persuasive writing and letter writing to good effect.

In the Foundation Phase, many pupils make effective use of their numeracy skills. For example, older pupils understand and use odd and even numbers appropriately

and tell time using analogue and digital clocks. In key stage 2, many older pupils solve number problems well and use place value and decimal calculations accurately.

Recommendation 2: Improve attendance

Satisfactory progress in addressing the recommendation

The school places a very high priority on improving attendance and this is beginning to have a positive impact.

Leaders use a good range of strategies, including the use of an electronic system that enables the school to track pupils' attendance more effectively. Teachers also make appropriate use of the school's reward system for good attendance, for example, they provide opportunities for pupils who attend school for five consecutive weeks to visit the ice rink.

Pupils are aware of, and understand fully, the importance of attending school regularly and are motivated by the rewards offered by the school. The School Council has developed a leaflet emphasising the benefits of good attendance and distributed this to all parents.

As a result of these measures, attendance has improved from 91.3% in 2013 to 93.2% in 2014. However, even with these improvements, the school remains in the bottom 25% when compared to similar schools.

Recommendation 3: Plan for the progressive development of skills, in particular literacy and numeracy, across the curriculum

Very good progress in addressing the recommendation

The school has made very good progress in implementing the Literacy and Numeracy Framework. All staff receives relevant training to ensure they plan effectively to develop pupils' skills progressively throughout the school.

School leaders have a detailed overview of the skills that pupils need to develop as they move through the school. Teachers' planning ensures that they include relevant opportunities for pupils to develop their skills across the curriculum. For example, Year 3 science plans include opportunities for pupils to research information from books and the internet and use an appropriate range of writing skills.

Teachers provide good opportunities for pupils to write across the curriculum. For example, Year 2 pupils write well to explain about Diwali and Year 4 pupils write persuasively about the impact cars have on the environment.

At the end of each half term, teachers plan interesting activities that allow pupils to apply the skills they have developed. For example, Year 2 pupils use their measuring skills well to investigate whether taller people have bigger feet. In Year 5, pupils investigate how to lower the school's energy bills, researching the costs of

installing solar panels.

As a result of better planning, the school ensures full coverage of the curriculum and the progressive development of pupils' skills.

Recommendation 4: Improve provision for pupils in the Foundation Phase, including the use of the outdoors

Strong progress in addressing the recommendation

All staff in the Foundation Phase have received training in how to plan for and develop outdoor learning experiences for pupils. They visit other schools to observe good practice in the use of the outdoor environment. Following this, teachers have developed the school's areas effectively to provide improved opportunities for pupils to work outside. They have created a series of zones that support different areas of learning, for example a mock construction site and a garden. Senior leaders observe the teaching and learning in these areas to ensure that they are used purposefully to develop pupils' skills. As a result, teachers use the outdoor environment effectively to support pupils' learning.

Teachers have worked with other schools to incorporate suitable practical activities into their Foundation Phase literacy programme. Teachers plan for pupils to participate in a range of short tasks linked to books and stories within their literacy sessions. This ensures that activities are interesting for pupils and meet their needs well. Teachers use a suitable range of strategies to ensure that pupils engage well with their learning, for example, the use of talking partners.

Many of these strategies are relatively new and have not had time to impact fully on pupils' standards of achievement.

Recommendation 5: Use data and tracking systems effectively to evaluate and plan for the progress of all pupils

Very good progress in addressing the recommendation

Teachers use a good range of data to monitor the progress of individuals and groups of pupils. They assess and track pupils' progress very carefully using the school's electronic system. All teachers are now fully aware of the progress pupils make.

All teachers are involved in school meetings where the standards of pupils' work are evaluated. As a result of these meetings, teachers produce learner profiles that correctly identify pupils' achievements in line with National Curriculum expectations. The accuracy of assessments is further secured by external cluster moderation to which school staff contribute effectively.

Teachers use assessment information effectively to set appropriate targets for improvement for all pupils. They also use this data well to plan appropriate interventions for pupils who are underachieving and for those with additional learning needs. For example, teachers use their assessments in literacy to group pupils according to ability. This strategy is having a very positive impact throughout the

school, particularly in relation to pupils whose first language is not English.

Teachers regularly review and evaluate the progress individual pupils make against the targets set. Through this process, they are held to account by senior leaders for pupils' progress and for instances of underachievement.

The detailed use of pupil performance information and the regular review of pupils' progress are having a positive impact on standards.

Recommendation 6: Use the outcomes of self-evaluation to prioritise clear and measureable targets for school improvement linked accurately to pupil outcomes

Very good progress in addressing the recommendation

The school has improved the way it monitors and evaluates its strengths and areas for development. There is now a much clearer focus on pupils' standards of achievement.

A comprehensive timetable of self-evaluation activities identifies the evidence that the school collects at different times throughout the year. Teachers now bring together a good range of first-hand information about the progress pupils make including a detailed analysis of assessment data, book scrutiny and lesson observations. This information contributes to the school's accurate understanding of how pupils are performing and the standards expected of them as they progress throughout the school. This enables teachers to set suitably clear and measurable targets for school improvement.

The current self-evaluation report and post inspection action plan focus appropriately on improving standards for all groups of learners.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.