

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**St Mary's Catholic Primary School  
Havard Road  
Llanelli  
Carmarthenshire  
SA14 8SD**

**School Number: 6693300**

**Date of Inspection: 10<sup>th</sup> – 12<sup>th</sup> October 2005**

**by**

**Phillip Edwards  
W227/15669**

**Date: November 2005**

**Under Estyn contract number: T/052/05P**

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

St Mary's Catholic School was inspected as part of a national programme of school inspection. The purpose 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 more information about their child's school. 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 inspection of St Mary's Catholic School took place between 10 – 12 October 2005. An independent team of inspectors, led by Mr Phillip Edwards undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

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

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

There are three types of inspection.

For every inspection, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six key subjects.

For **full** inspections, there are also reports on every subject.

Estyn decides on the type of inspection given to a school, based mainly on its performance in the past. Most schools receive a standard inspection. All special schools, pupil referral units and any new schools or combined schools receive a full inspection.

This school received a **standard** inspection.

### **Year groups and key stages**

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years 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 attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

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

<b>Contents</b>	<b>Page</b>
<b>Context</b>	1
<b>Summary</b>	2
<b>Recommendations</b>	7
<b>Standards</b>	8
Key question 1: How well do learners achieve?	8
<b>The quality of education and training</b>	<b>9</b>
Key question 2: How effective are teaching, training and assessment?	9
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	11
Key question 4: How well are learners cared for, guided and supported?	13
<b>Leadership and management</b>	<b>15</b>
Key question 5: How effective are leadership and strategic management?	15
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	15
Key question 7: How efficient are leaders and managers in using resources?	16
<b>Standards achieved in subjects and areas of learning</b>	<b>17</b>
Children under five	17
English	20
Welsh Second language	21
Information technology	22
History	22
Art	23
<b>School's response to the inspection</b>	<b>25</b>
<b>Appendices</b>	<b>26</b>
A Basic information about the school	26
B School data and indicators	26
C National Curriculum assessments results	27
D Evidence base of the inspection	29
E Composition and responsibilities of the inspection team	30

## Context

### The nature of the provider

St Mary's Catholic Primary School, with a full time equivalent (fte) of 216 pupils, aged 3 to 11 years of age is situated in a mixed residential area on the outskirts of the town of Llanelli in the County of Carmarthenshire. It serves the parishes of Llanelli, Burry Port and Ammanford with the majority of pupils coming from Llanelli. The school reports that the area from which pupils are drawn is generally neither economically advantaged nor disadvantaged with nine percent of pupils entitled to free school meals; this is below the all-Wales average of 19%. There are 10 full-time teachers and seven part-time learning support assistants (LSAs). Around a quarter of pupils have special educational needs (SEN) with none having a statement. The school has recently been awarded the Quality Mark (Basic Skills). The headteacher and deputy were both appointed in the last academic year.

### The school's priorities and targets

In its mission statement, St Mary's Catholic School seeks to provide the best possible Catholic (Christian) education within a welcoming caring atmosphere.

Recent targets for the school have been to:

- review health and safety,
- improve the school building and grounds,
- enhance ICT (information and communications technology) through the purchase and installation of interactive whiteboards in each classroom,
- gradually upgrade the school's software and (personal computers) PCs and
- improve the quality of learning and teaching.

The school aims to:

- provide a living and working example of a Catholic Christian Community;
- create a pleasant, secure and stimulating environment in which everyone has the opportunity to develop spiritually, morally, socially, emotionally, physically and intellectually in an ethos informed by Catholic Christian values;
- enhance the ethos of the school by fostering Catholic Christian values and actions through caring, considerate and sympathetic attitudes from staff, governors, parents and children;
- nurture in all pupils positive attitudes to learning enabling them to adapt to new ideas and methods and thereby achieve their full potential through the acquisition of relevant knowledge and skills;
- help all pupils develop lively, enquiring minds, the ability to question and debate rationally and apply themselves to tasks and physical skills;
- help pupils acquire knowledge and skills relevant to adult life and employment in a fast changing world;
- promote equality of opportunity within the school and respect for all irrespective of sex, nationality, colour, creed, background, intellectual ability, emotional, social or physical disability;

- preserve and develop our own cultural identity within Wales, while at the same time promoting an awareness of and respect for cultures and creeds different from our own;
- foster links with the local and wider community.

The schools' objectives are to:

- support and enable one another;
- share gifts, talents and resources with all;
- show respect for the family, for life, for truth, for the property of others and for each person's contribution;
- enable and empower one another to become living witnesses to Christ;
- develop children's numeracy skills;
- develop children's literacy skills in English and in Welsh as a second language;
- develop skills and knowledge in science;
- develop children's ICT skills across the curriculum;
- help pupils understand and relate to their environment through geography and history activities;
- develop, refine and express an appreciation of drama, music, literature and other creative arts and crafts while acquiring a wide variety of skills in these areas;
- develop children's physical skills and positive attitudes to health through physical education and health education.

## Summary

1. St Mary's Catholic Primary school is a happy and caring community where pupils are taught well and standards of achievement improve steadily. The inspection team agrees with all of the judgements made by the school in its self-evaluation report.

### Table of grades awarded

2. The inspection team judged the school's work as follows:

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

## Standards

3. Overall the pupils' overall standards of achievement in the subjects are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	88%	6%	3%	-

4. Pupils' standards of achievement in lessons are higher than the Welsh Assembly Government's (WAG) all-Wales targets for 2007 of 98% of standards Grade 3 or better and 65% Grade 1 or 2.

5. The overall quality of the education provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

6. Standards in the six areas of learning are as follows:

Desirable outcomes	Grade
Language, literacy and communication	2
Personal and social development	2
Mathematical development	2
Knowledge and understanding of the world	2
Creative development	2
Physical development	2

## Subjects

7. In Key Stage 1 (KS1) and Key Stage 2 (KS2), in the subjects inspected, the standards of achievement are as follows:

Subject	KS1	KS2
English	Grade 2	Grade 3
Welsh 2nd language	Grade 2	Grade 2
Information technology	Grade 2	Grade 2
History	Grade 2	Grade 2
Art	Grade 2	Grade 2

8. Children under five make Grade 2 progress in the key skills of literacy, numeracy and ICT.

9. In both key stages, overall standards in the key skills of listening, speaking, reading, numeracy and ICT are Grade 2, while in writing they are Grade 3. Pupils develop original ideas, but in cross curricular contexts do not always develop these in sufficient detail when there is an over reliance on worksheets.

10. Pupils are generally well supported in developing good bi-lingual competence.

11. Pupils with SEN make good progress and achieve standards in line with their abilities; overall, they achieve the targets set for them.

12. Pupils achieve similar levels of success whatever their social, ethnic or linguistic background. The consistent way in which this is achieved is an outstanding feature throughout the school.

13. According to teacher assessments for 2004, when compared with national averages, pupils in KS1 achieve level 2 and above in the core subjects of English, mathematics and science. No pupils achieved the higher level 3 in writing, but standards at the expected level 2 were above average.
14. In KS2, according to task and test results, the percentage of pupils who achieve the expected level 4 and above in English is in line overall with national averages, below in mathematics and below in science.
15. In KS1, the core subject indicator is significantly above national and local norms while in KS2 it is above. Recently collated data indicates that over time, overall standards improve significantly in KS1 and steadily in KS2.
16. The quality of personal and social skills of pupils is nurtured well through the daily life and work of the school and effective personal and social education (PSE). It is particularly good among younger pupils. Pupils show good development in their creative skills throughout the school.
17. Overall, pupils' behaviour and their attitudes to learning are good and the school functions well as a supportive and orderly community. The majority of pupils have positive attitudes towards their learning; they listen carefully to their teachers, settle quickly to work and concentrate on tasks.
18. A minority of pupils displays behavioural and emotional problems. Teachers and LSAs generally succeed in encouraging pupils to understand, manage and improve their standards of behaviour when teacher expectations are high and when classroom management is secure.
19. Attendance rates for the past three terms average 91% and pupils are punctual and keen to attend school; registration sessions and lessons start promptly and pupils settle quickly. The governing body (GB) is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school.
20. Pupils' understanding of the life and work of the local community and the preparation they receive for active participation within it is developing appropriately.

### **The quality of education and training**

21. In the lessons observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	87%	5%	3%	-

22. The percentage of good or better lessons is higher than the WAG all-Wales target of 50% of lessons Grade 1 or 2.
23. In the majority of lessons, teaching and planning is at an appropriate level. Lessons are well resourced and teachers generally use varied and effective skills to strengthen and consolidate pupils' learning. Overall, teachers challenge and motivate pupils effectively and involve them actively. They share clear objectives with the pupils in individual lessons and work well alongside LSAs to cater for pupils' individual learning needs.
24. In the best lessons, teachers employ a number of strategies to challenge the children to question their knowledge. They create a purposeful learning atmosphere and for the most part keep the children focused, particularly in the early years.



However on occasions, the good pace and flow of learning often found at the beginning and end of lessons, is not always sustained when there is over reliance on the use of worksheets and textbook exercises in the main activities. Overall, long-term planning is appropriate and continues to improve, however, short-term planning often lacks sufficient detail to ensure consistent pace and appropriate allocation of tasks. In some instances over reliance on exercises in published schemes curtails a flexible approach to individual learning experiences.

25. The quality of assessment procedures is good. In the early years, baseline assessment is used effectively and analysed well by the staff to inform future provision.

26. Pupils throughout the school are assessed regularly using a range of assessment procedures and their progress reviewed each term. These procedures are presently under review for rationalisation. The SEN co-ordinator (SENCO) keeps extensive records of the progress through the school of pupils with SEN and regularly meets with the staff and headteacher to review their individual needs.

27. The recently revised pupils' annual reports are informative and are generally well received by parents who appreciate the opportunity to make a written response to the report.

28. The school provides a broad and balanced curriculum that meets the pupils' needs and the Cwricwlwm Cymreig is well promoted throughout the school and the school has a strong Welsh ethos. Opportunities to develop progressively the bilingual competence of pupils are not always recognised in teachers' planning.

29. Pupils, including those with SEN, make steady progress throughout the school and have equal access to all areas of the curriculum.

30. There is adequate provision to ensure that all pupils acquire the necessary basic and key skills, however, the school recognises the importance of continuing to review ways of incorporating key skills further into its planning procedures.

31. The personal and social aspects of the school are well planned. There are regular meaningful occasions where moral and spiritual values are promoted well such as in assemblies.

32. The headteacher monitors attendance, punctuality and behaviour carefully. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the behaviour support unit of the LEA when necessary.

33. Pupils develop adequate bilingual skills as they progress through the school through incidental Welsh and reading a good range of interesting Welsh language reading books, but opportunities to develop the bilingual competence of pupils progressively are not always recognised in teachers' planning.

34. The school's partnerships with parents, other providers and interested parties are effective and continue to develop well. The school enjoys productive partnerships with other schools in the locality, especially with the Roman Catholic secondary school to which pupils transfer.

35. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body. However, problems arising from

the use of the new car park, such as inconsiderate parking and children crossing it unaccompanied, continue to present potential safety hazards.

36. The school is developing its links with local businesses and industry, and work-related education is an area for development identified in the school's self-evaluation report.

37. The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes.

38. The headteacher and staff take the issues of bullying, racism and discrimination seriously. The school has a clear anti-bullying policy and procedures are in place to deal with any incidents of bullying, oppressive behaviour and harassment brought to the attention of staff. Such incidents are infrequent and all incidents are investigated and acted upon. In discussion, pupils do not see bullying as a significant issue. No incident of bullying, aggressive behaviour or discrimination was observed during the inspection.

39. Pupils are becoming more aware of their own community and recognise how they can contribute to its continued success through active citizenship, partnership and care for the environment.

### **Leadership and management**

40. The headteacher was appointed relatively recently at the end of a time of considerable change and has a clear sense of purpose and strategic direction. The recently appointed deputy head is settling in well into his new role, is very supportive and shares her aspirations. A particularly good feature is the strong emphasis on positive values within a whole-school approach.

41. Significant progress has been made in a relatively short time following a well considered and accessible school development plan for the last academic year. The new self-evaluation report identifies many strengths as well as further areas for improvement and informs the present school development plan (SDP) which sets clear targets for continued improvement.

42. These initiatives result in a renewed sense of purpose among staff and an obvious enthusiasm to see the school moving forward. Curriculum leaders rise to the challenges expected of them and are effectively taking on the responsibility of developing their role in a team spirit.

43. The GB is well informed and very aware of the importance of its role in supporting the well-being of the school and its pupils. It shares the aspirations of the headteacher and staff in setting the strategic development of the school.

44. The school has made adequate use of available data to monitor and evaluate the general direction of its performance, including the appropriate use of benchmarking provided by the LEA. A system to measure pupils' progress to date is in place and being rationalised to help improve standards further. The school recognises this as an important area to develop in its SDP.

45. The self-evaluation report recognises the school's many strengths and outlines specific areas for improvement. The evidence on which the evaluations are based is clearly shown, but it is not always clearly evident how some areas recognised for development are determined.

46. The school recognises it still has some way to go, but the quality of the evolving culture of school improvement is making a significant contribution to steadily

rising standards of achievement and a sense of purpose which pervades the school at every level.

47. Overall steady progress has been made since the previous inspection with a good foundation laid down for moving the school further forward.

48. Pupils are very well supported by qualified and experienced teachers and LSAs who work as a team to support and meet the learning and social needs of learners.

49. The accommodation is in overall good condition and provides a suitable setting for teaching and learning and each class has designated areas for prayer and reading, although space in these areas is sometimes at a premium. The school is generally well resourced to match the needs of planned learning.

## **Recommendations**

The school needs to:

- R1. continue to raise standards further in all NC subjects;
- R2. continue to plan effectively to develop key skills across the curriculum;
- R3. rationalise existing systems to monitor pupils' progress through the school;
- R4 improve short-term planning of the curriculum to encourage more flexible classroom activities to enthuse and develop pupils' learning further;
- R5 continue to work with the LEA and parents to encourage safe use of the existing parents' car park.

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.

## Standards

### Key question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

50. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

51. During the inspection, the pupils' overall standards of achievement in the subjects are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
3%	88%	6%	3%	-

52. The overall quality of the education provision for the under-fives is appropriate to their needs and children make good progress towards the Desirable Outcomes for children's learning.

53. Standards of achievement in both key stages are Grade 2 in Welsh second language, information technology, history and art. In English they are Grade 2 in KS1 and Grade 3 in KS2.

54. Pupils with SEN make good progress and achieve standards in line with their abilities; overall, they achieve the targets set for them.

55. Children under five make Grade 2 progress in the key skills of literacy, numeracy and information and communications technology (ICT).

56. In both key stages, overall standards in the key skills of listening, speaking, reading, numeracy and ICT are Grade 2, while in writing they are Grade 3. Pupils develop original ideas, but in cross curricular contexts do not always develop these in sufficient detail when there is an over reliance on worksheets.

57. Pupils are generally well supported in developing good bi-lingual competence. This is very apparent in school assemblies where prayers are often learnt and said confidently in Welsh. The use of incidental Welsh is generally appropriate and encouraged throughout the school, although this is variable. Reading in Welsh as a second language is often good.

58. Pupils achieve similar levels of success whatever their social, ethnic or linguistic background. The consistent way in which this is achieved is an outstanding feature throughout the school.

59. According to teacher assessments for 2004, when compared with national averages, pupils in KS1 achieve level 2 and above in the core subjects of English, mathematics and science. No pupils achieved the higher level 3 in writing, but standards at the expected level 2 were above average.

60. In KS2, according to task and test results, the percentage of pupils who achieve the expected level 4 and above in English is in line overall with national averages, below in mathematics and below in science.

61. In KS1, the core subject indicator is significantly above national and local norms while in KS2 it is above. Recently collated data indicates that over time, overall standards improve significantly in KS1 and steadily in KS2.

62. The quality of personal and social skills of pupils is nurtured well through the daily life and work of the school and effective personal and social education (PSE). It is particularly good among younger pupils. Pupils show good development in their creative skills throughout the school.

63. Overall, pupils' behaviour and their attitudes to learning are good and the school functions well as a supportive and orderly community. The majority of pupils have positive attitudes towards their learning; they listen carefully to their teachers, settle quickly to work and concentrate on tasks.

64. A clear code of conduct is evident and most pupils understand what is expected of them. They are aware of the sanctions imposed for inappropriate behaviour and appreciate the need for class and school rules, which they perceive as fair. Most pupils are considerate, courteous and relate well to staff, to each other and to visitors.

65. A minority of pupils displays behavioural and emotional problems. Teachers and LSAs generally succeed in encouraging pupils to understand, manage and improve their standards of behaviour when teacher expectations are high and when classroom management is secure.

66. Attendance rates for the past three terms average 91% and pupils are punctual and keen to attend school; registration sessions and lessons start promptly and pupils settle quickly. The GB is rightly concerned about the number of parents who take their children on holiday during term time. This has an adverse impact on the continuity of pupils' formal education and on overall rates of attendance for the school. The school complies with attendance requirements set out in the National Assembly for Wales Circular 3/99, Pupil Support and Social Inclusion.

67. Pupils' understanding of the life and work of the local community and the preparation they receive for active participation within it, is developing appropriately. The school supports community initiatives and regularly welcomes visitors from the community.

## **The quality of education and training**

**Key question 2: How effective are teaching, training and assessment?**

### **Grade 2: Good features and no important shortcomings**

68. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

69. In the lessons observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
5%	87%	5%	3%	-

70. In the majority of lessons, teaching and planning is at an appropriate level. Lessons are well resourced and teachers generally use varied and effective skills to strengthen and consolidate pupils' learning. Overall, teachers challenge and motivate pupils effectively and involve them actively.
71. In the best lessons, teachers employ a number of strategies to challenge the children to question their knowledge. For example, KS2 pupils in history are encouraged to use their existing knowledge to question historical interpretations to good effect.
72. Teachers create a purposeful learning atmosphere and for the most part keep the children focused, particularly in the early years. However on occasions, the good pace and flow of learning often found at the beginning and end of lessons, is not always sustained when there is over reliance in the use of worksheets and textbook exercises in the main activities.
73. Teachers show good knowledge of their subjects and create a pleasant working environment for the pupils. They share clear objectives with the pupils in individual lessons and work well alongside LSAs to cater for pupils' individual learning needs.
74. Overall, long-term planning is appropriate and continues to improve, however, short-term planning often lacks sufficient detail to ensure consistent pace and appropriate allocation of tasks. In some instances over reliance on exercises in published schemes curtails a flexible approach to individual learning experiences.
75. Teachers have high expectations of behaviour and deal accordingly with any lapses. Full equality of opportunity, in terms of gender and race, is a particular strength of the school. New children from other cultures fit seamlessly into the ethos and day-to-day running of the school.
76. The school successfully meets the needs of those children for whom English is a second language. Teachers are keen to promote children's bilingualism in Welsh and English appropriately through the use of displays, incidental Welsh in classrooms and assemblies; however, this is variable.
77. The quality of assessment procedures is good. In the early years, baseline assessment is used effectively and analysed well by the teachers to inform future provision.
78. Teachers collate an increasing amount of useful information through subject portfolios. However, levelling across all subjects is at an early stage of development.
79. Pupils throughout the school are assessed regularly using a range of assessment procedures and their progress reviewed each term. These procedures are presently under review for improvement. The SENCO keeps extensive records of the progress through the school of pupils with SEN and regularly meets with the staff and headteacher to review their individual needs.
80. The SENCO mentors all LSAs, who provide in-class support for children with SEN. Regular, weekly meetings are held to discuss progress in individual educational plans, (IEPs). Teachers and the LSAs have copies of IEPs and strategies for monitoring children's progress within their class.
81. The recently revised pupils' annual reports are informative, meet legal requirements and are generally well received by parents who appreciate the opportunity to make a written response to the report.

**Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

82. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

83. The school provides a broad and balanced curriculum that meets the pupils' needs and the Cwricwlwm Cymreig is well promoted throughout the school and the school has a strong Welsh ethos. Pupils have many opportunities to develop their knowledge of the culture and heritage of Wales and most are enthusiastic learners of the Welsh and English languages. Opportunities to develop progressively the bilingual competence of pupils are not always recognised in teachers' planning.

84. Pupils, including those with SEN, make steady progress throughout the school and have equal access to all areas of the curriculum. The curriculum is well planned and schemes of work and policies are being gradually updated, they conform to requirements to provide relevant information for staff on all subjects.

85. There is good provision for children under five, including an enclosed yard for play and the use of a range of small and large toys. The nursery and reception areas are well resourced and provide appropriate areas for discovery and role play.

86. There is adequate provision to ensure that all pupils acquire the necessary basic and key skills and the school has gained the Basic Skills Quality Mark. However, the school recognises the importance of continuing to review ways of incorporating key skills further into its planning procedures.

87. The school offers a range of extra-curricular sporting and musical activities, including many visits to places of educational interest.

88. The personal and social aspects of the school are well planned. *Circle Time* is introduced early and occurs throughout the school to give pupils an opportunity to empathise with and value the opinions of others as well as develop their speaking and listening skills.

89. There are regular meaningful occasions where moral and spiritual values are promoted well such as an assembly devoted to *Appreciating Others* where a number of children played a key role in promoting good behaviour.

90. Strong emphasis is given to the Cwricwlwm Cymreig and the pupils have a good understanding of the culture and heritage of Wales. Pupils develop adequate bilingual skills as they progress through the school through incidental Welsh and reading a good range of interesting Welsh language reading books, but opportunities to develop the bilingual competence of pupils progressively are not always recognised in teachers' planning.

91. The school's partnerships with parents, other providers and interested parties are effective and continue to develop well. Many parents are supportive of the school and express satisfaction with the aims and values that the school promotes. Parents are kept well informed about the life and work of the school by regular newsletters, opportunities to meet teachers to discuss their children's work and progress and by an informative annual report of the GB and a new comprehensive

prospectus. A useful home-school agreement is in place, which has readily been accepted by the majority of parents.

92. Many parents and friends give freely of their time to supporting school activities, accompanying pupils on educational visits and in fund-raising for the school. The Parent and Teacher Association (PTA) organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income. Parents' support and commitment is greatly valued by the headteacher and staff.

93. The school enjoys productive partnerships with other schools in the locality, especially with the Roman Catholic secondary school to which pupils transfer. Curriculum, pastoral and administrative links are well developed and help promote continuity of education as pupils move from KS2 to KS3. The school provides training opportunities for students undertaking teaching, childcare and vocational qualifications. Students are well supported and mentored and they make a positive contribution to the life of the school.

94. The school is developing its links with local businesses and industry, and work-related education is an area for development identified in the school's self-evaluation report. Pupils have opportunities to consider different jobs and professions and have experienced for themselves the construction work recently undertaken in the school grounds. Pupils have spoken with personnel from the construction and water companies and understand the importance of health and safety issues relating to employment.

95. No teachers have yet undertaken a relevant industrial placement with a view to enhancing professional development and enriching curriculum provision for pupils.

96. The school successfully promotes equal opportunities, tackles social disadvantage and challenges stereotypes. Pupils succeed regardless of their gender, race or backgrounds and all pupils have equal access to the curriculum and all other facilities in the school.

97. Pupils are aware of environmental issues and the impact they have on their school and local community. They understand the problems of litter and pollution and they are committed to enhancing their external school environment. The school acts in a sustainable way by recycling used paper and reducing energy consumption.

98. Pupils have a good understanding of global citizenship and how global forces can shape the lives of people. They respond with empathy and concern for people involved in recent natural disasters and actively raise funds and goods to support those affected.

99. Pupils take part in competitions and workshops sponsored by industry and relevant agencies. They have opportunities to develop their problem-solving skills and contribute to decision making through their involvement in the School Council. A notable feature of the school is the way in which pupils themselves make decisions and organise events. This was particularly evident when pupils organised fund-raising activities in response to the Asian Tsunami disaster.

100. Pupils are becoming more aware of their own community and recognise how they can contribute to its continued success through active citizenship, partnership and care for the environment.



#### Key question 4: How well are learners cared for, guided and supported?

<b>Grade 2: Good features and no important shortcomings</b>
---

101. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

102. The school makes good provision for the care, support and guidance of pupils. Appropriate support programmes are in place to ensure any specific needs are sensitively met. The school liaises carefully with the LEA and draws on the expertise of external support services when required.

103. The school has developed effective working partnerships with parents and carers, which contribute significantly to the quality of support and guidance offered to pupils. The school listens carefully to parents and their views are taken into account. The school's *open door* policy is appreciated by parents and carers and they have ready access to the headteacher and staff.

104. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments. The youngest children in the under-fives settle in well and are happy and secure in their work and play.

105. The school provides good quality personal support and guidance for pupils. Pupils work and play in a happy, supportive environment where they are secure and valued by staff. They readily turn to adults for help and support and are listened to and treated with respect. The quality of relationships throughout the school is good and this contributes significantly to pupils' self-esteem and confidence. Teachers know the pupils well and monitor their academic progress, their social development and their personal well-being effectively.

106. Pupils have access to a personal and social education (PSE) programme, in line with ACCAC recommendations, which contributes to the quality of support and guidance offered to pupils. The review of the policy and the development of a scheme of work for PSE is an area for development identified by the school.

107. The headteacher monitors attendance, punctuality and behaviour carefully. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and support is sought from external agencies and the behaviour support unit of the LEA when necessary. The school works in close partnership with the parish priest and parish sister to identify pupils with behavioural and emotional problems and to support those pupils and their families.

108. The school works in close partnership with the Education Welfare Officer (EWO) to monitor attendance and punctuality. Effective procedures are in place to encourage good attendance and punctuality, to ensure pupils' absence is adequately explained and to follow up situations where necessary. The school's administrative officer makes a valuable contribution to the efficient monitoring of attendance and punctuality.

109. The school works in pupils' best interests to secure their welfare and to ensure they are adequately protected. An appropriate child protection policy and set of procedures are in place and the headteacher is the designated member of staff with responsibility for child protection issues. She has established positive working

partnerships with social services and other external agencies and ensures that all adults in the school are aware of the correct procedures to be followed.

110. All members of staff have undertaken basic first aid training and the school is successful in encouraging pupils to recognise the benefits of a healthy diet and lifestyle.

111. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented consistently by the headteacher, staff and the governing body. In consultation with the LEA, a risk assessment of the old car park at the rear of the school has been undertaken and found to compromise pupils' safety and has been closed to parents. A new facility has recently been opened at the front of the school with a safe route around its perimeter. However, although the school has expressed its concerns to parents, problems arising from the use of this new car park, such as inconsiderate parking and children crossing it unaccompanied, continue to present potential safety hazards.

112. The provision for pupils with SEN is good. The recently updated SEN policy complies fully with the recommendations of the Code of Practice. Systems are in place for the early identification of SEN and early intervention where needed. The SENCO provides good leadership and teachers and LSAs work closely together to ensure good learning support programmes for pupils. The SENCO and headteacher meet each term to review the SEN register and plan continued in-class support. Individual education plans (IEP'S) are regularly reviewed by all staff.

113. The headteacher and staff take the issues of bullying, racism and discrimination seriously. The school has a clear anti-bullying policy and procedures are in place to deal with any incidents of bullying, oppressive behaviour and harassment brought to the attention of staff. Such incidents are infrequent and all incidents are investigated and acted upon. In discussion, pupils do not see bullying as a significant issue. No incident of bullying, aggressive behaviour or discrimination was observed during the inspection.

114. Diversity and equal opportunities are promoted positively within the school and all pupils have equal access to all aspects of school life. The ethos of the school fully embraces an inclusive environment.

## **Leadership and management**

### **Key question 5: How effective are leadership and strategic management?**

#### **Grade 2: Good features and no important shortcomings**

115. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

116. The headteacher was appointed relatively recently at the end of a time of considerable change and has a clear sense of purpose and strategic direction. The recently appointed deputy head is settling in well into his new role, is very supportive and shares her aspirations. A particularly good feature is the strong emphasis on positive values within a whole-school approach.

117. The headteacher succeeds in providing a positive culture of improvement resulting in a number of significant initiatives in place and planned for the future. There are well kept records of the staff and governor meetings held to plan for improvement.

118. Significant progress has been made in a relatively short time following a well considered and accessible SDP for the last academic year. The new self-evaluation report identifies many strengths as well as further areas for improvement and informs the present SDP which sets clear targets for continued improvement.

119. These initiatives result in a renewed sense of purpose among staff and an obvious enthusiasm to see the school moving forward. Curriculum leaders rise to the challenges expected of them in a team spirit; they develop their managerial role well and improve their performance effectively.

120. The GB is well informed and very aware of the importance of its role in supporting the well being of the school and its pupils. It shares the aspirations of the headteacher and staff in setting the strategic development of the school. Through working effectively with them it ensures the school is sufficiently resourced to meet the aims and aspirations laid down in the SDP and give good value for money. The effective administrative procedures contribute significantly to the smooth running of the school.

### **Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

#### **Grade 2: Good features and no important shortcomings**

121. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

122. The school has made adequate use of available data to monitor and evaluate the general direction of its performance, including the appropriate use of benchmarking provided by the LEA. A system to measure pupils' progress to date is in place and being rationalised to help improve standards further. The school recognises this as an important area to develop in its SDP.

123. There are some recent opportunities for pupils to contribute effectively towards evaluating the performance of the school through questionnaires and surveys where their opinions are sought and acted upon.

124. Planning for improvement is effective with the introduction of a new self-evaluation report which informs an accessible SDP which sets clear targets for improvement for this academic year. The clarity of the short-term targets enables the school to recognise more clearly the direction it wishes to follow.

125. The present self-evaluation process is developing sufficiently well to enable the school to prioritise well considered targets in its SDP. The school has an ambitious programme for improvement and is making steady progress. It recognises it still has some way to go, but the quality of the evolving culture of school improvement is making a significant contribution to steadily rising standards of achievement and sense of purpose which pervades the school at every level.

126. The self-evaluation report recognises the school's many strengths and outlines specific areas for improvement. The evidence on which the evaluations are based is clearly shown, but it is not always clearly evident how some areas recognised for development are determined.

127. Overall steady progress has been made since the previous inspection with a good foundation laid down for moving the school further forward.

#### **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2: Good features and no important shortcomings</b>
---

128. Overall, the findings of the inspection team match the judgment made by the school in the self-evaluation report.

129. Pupils are very well supported by qualified and experienced teachers and LSAs who work as a team to support and meet their learning and social needs.

130. The arrangements for the continuing professional development of staff is well established. Comprehensive minutes of meetings show that staff benefit from training and are enthusiastic about developing their professional training opportunities. For example, all staff are confident in the use of inter-active whiteboards and employ them as valuable tools in many lessons.

131. The accommodation is in overall good condition, although space is sometimes at a premium in the teaching bays where teachers and pupils meet for lesson introductions and plenaries. The school is generally well resourced to match the needs of planned learning. The school finance sub-committee meets regularly to review the resources available to the school. The SDP is costed appropriately and estimates are sought from a range of contractors to ensure good value for money for any work carried out.

132. Pupils benefit from the Inter-active whiteboards in all classes with staff growing ever more experienced and enthusiastic in their use across the curriculum. For example, the children in early years use the whiteboards with confidence and enthusiasm and this is reflected through the school.

133. Accommodation provides a suitable setting for teaching and learning and each class has designated areas for prayer and reading. Key resources are deployed well throughout classrooms. Reference materials are at present in a temporary location in KS2, but are due to be relocated to the new demountable that is to be developed as a full school library.

## Standards achieved in subjects and areas of learning

### Children under five

#### Grade 2: Good features with no important shortcomings

### Language, literacy and communication skills

#### Good features

134. Children in the nursery listen with interest to their teachers and each other. They are keen to take part and they recall the words of songs and nursery rhymes confidently. The majority open a book correctly and follow a line of reading with support. They begin to understand some of the functions of writing through decorating their names on large letters to make an attractive name collage. They use marking implements from the natural world such as vegetables for painting and drawing. Nursery children count together from one to 10 in Welsh.

135. Reception children listen to stories such as *Handa's Surprise* and respond well to questions in sentences. They relate to the broad thrust of the story through pictures and words, and express opinions. They understand that written symbols have sound and meaning when they follow sentences confidently from a big book as a class and they recognise key words. Children are enthusiastic and willing to express opinions and make choices. They widen and retain their vocabulary including names of a range of animals and fruits. Their vocabulary is extended effectively through describing the texture of fruits which they feel and touch. Emergent writing of the majority is developing appropriately with a minority beginning to write independently. They respond well to simple commands in Welsh.

#### Shortcomings

136. There are no major shortcomings.

### Personal and social development

#### Grade 2: Good features with no important shortcomings

#### Good features

137. Nursery children generally show sensitivity to others and interact happily when they play together; the majority demonstrate care, respect and affection for others and adults and are engaged fully in their work and play. They begin to take responsibility for personal hygiene, take turns and help to tidy up.

138. Children in the reception class demonstrate care, respect and affection for other children and adults. They concentrate well for lengthening periods when involved in appropriate tasks and exercise good self-control.

#### Shortcomings

139. There are no major shortcomings.

## Mathematical development

### Grade 2: Good features with no important shortcomings

#### Good features

140. Children in the nursery recognise and recreate basic patterns. They begin to sort, match and order familiar objects such as coloured beads on a string and complete number recognition jigsaws. They become familiar with mathematical concepts such as *less* and *more*, *lighter* and *heavier* through counting and balancing vegetables. Children match two-dimensional shapes confidently and accurately using appropriate computer software.

141. In the reception class, children recall a range of rhymes, songs and stories. They recognise numbers up to nine and begin to match number to signs and sound and to understand the concept of zero. They use appropriate mathematical language in relevant contexts such as shape, size and quantity. Their mathematical development is reinforced through appropriate practical activities, including using an interactive whiteboard. They begin to take charge of their own learning when counting bags and boxes in the mathematics corner.

#### Shortcomings

142. There are no major shortcomings.

## Knowledge and understanding of the world

### Grade 2: Good features with no important shortcomings

#### Good features

143. Nursery children begin to understand the idea of time such as meal times and times of the day. They are aware of different types of vegetables and where they come from by growing them from seed. They take responsibility for looking after pets, including a rabbit and a hamster and realise they need care and attention. Vegetables are recycled by children when they feed them to their pet rabbit. They know parts of the human body and gain an effective insight into creation of life through incubating and hatching chicken eggs. They name basic colours and take care when painting.

144. In the reception class, children understand about different places such as the countryside and the town. They have a basic understanding of the purpose and use of money. They begin to understand the use of information sources such as books and the interactive whiteboard. Children demonstrate a good understanding of food. They recall names of fruits accurately, describe the texture of different vegetables, and predict and test whether their different shapes will roll.

#### Shortcomings

145. There are no major shortcomings.

## Physical development

<b>Grade 2: Good features with no important shortcomings</b>
--

### Good features

146. Children in the nursery have an appropriate awareness of their own bodies and their growth and move confidently with increasing control and co-ordination, for example with big toys. They handle small tools and objects with increasing control and for appropriate purposes, for example they use a plastic knife to cut plastic objects joined together with a self-attaching material. They paint and mix different colours with bold brushstrokes on paper carefully.

147. Reception children listen well, are keen to participate in physical activities; they appreciate the differences between running, walking, jumping and hopping. Their spatial awareness and balancing skills are good and they move around with confidence. They demonstrate good hand-eye co-ordination and work co-operatively in pairs and small groups. Children delight in each other's achievements and respond well to instructions given in Welsh. They enjoy and benefit from frequent *Brain Gym* activities which help keep them concentrate and stay alert.

### Shortcomings

148. There are no major shortcomings.

## Creative development

<b>Grade 2: Good features with no important shortcomings</b>
--

### Good features

149. Nursery children use a range of materials to create a wide variety of pictures, drawings and constructions. With appropriate support, they choose colours and different media sensibly. They take part sensibly in role play and are imaginative in their drawing. They begin to observe and appreciate the work of others.

150. Children in reception class respond enthusiastically to rhythm in music making and singing and know many songs by heart. They generally sing in tune appropriate to their age. They develop good artistic skills such as mixing paints to create new colours and cutting and pasting.

### Shortcomings

151. There are no major shortcomings.

## English

### Key Stage 1-Grade 2: good features with no important shortcomings

### Key Stage 2-Grade 3: good features outweigh shortcomings

#### Good features.

152. Across both key stages children listen well. They listen attentively to their teachers, peers and other adult support both in lessons and formal occasions such as assemblies.

153. In KS1, pupils speak confidently in lessons and to each other. They ask and answer well considered questions and offer their own interesting ideas.

154. Pupils in KS2 engage enthusiastically in discussion across a range of subjects and are particularly perceptive in their comments, especially in lessons such as history. For example, pupils in Y5 use recalled historical knowledge to proffer their own opinions on historical relevance.

155. Subject to age and ability pupils across the school make good progress in reading skills. In KS1, children enjoy the opportunity to handle books. They use their good knowledge of phonics to build up words and make effective use of picture cues.

156. Pupils in both key stages read text accurately and fluently with expression and confidence. All pupils benefit from daily reading where they enjoy a range of books that they access from school and home.

157. More-able pupils in KS2 skim and scan when researching either in books or using the ICT facilities.

158. Pupils in KS1 make good progress in their writing. They show an increasing confidence in sentence building and use punctuation in their writing. By the end of the key stage, a number of pupils are writing at reasonable length in a variety of contexts.

159. Throughout KS2, pupils make steady progress and write for a range of purposes and in a variety of forms.

160. In both key stages, pupils show appropriate development in spelling and handwriting skills.

#### Shortcomings

161. A significant number of older children in KS2 are unclear about library classification systems.

162. Handwriting in KS2 is not always presented consistently in the pupils' work with some choosing to move between a range of writing materials.

163. Progress in writing in a variety of contexts, such as in extended pieces of free and creative writing, is insufficiently developed in KS2. Creative work is often limited in its form and presentation, often being found between a series of grammatical exercises.



**Welsh as a second language**

**Key Stage 1-Grade 2: good features with no important shortcomings**

**Key Stage 2-Grade 2: good features with no important shortcomings**

**Good features**

164. Pupils in both key stages respond well to spoken Welsh at specific times during the day such as registration of attendance and school meals. They recite prayers and sing a range of Welsh songs confidently and naturally as a part of daily assemblies.

165. Pupils in KS1 listen and respond well to adults and each other in lessons. For example, their reactions and responses to questions demonstrate good concentration and interest in big book stories such as *Bili Broga (Bili Frog)*. They repeat the text with good pronunciation. Individual pupils read well with good expression, particularly those whose first language is neither English nor Welsh.

166. Pupils in KS1 can express the emotions of happiness and sadness in simple sentences and use the names of a range of colours, fruits, body parts and clothes confidently.

167. Pupils begin to use simple sentences in the past tense, for example to describe a visit to a farm.

168. Older pupils in KS1 write simple sentences in Welsh with the aid of worksheets by filling in appropriate words to complete sentences.

169. With appropriate support, pupils in KS2 read well *Sêr y scrin fawr (Stars of the big screen)* in groups and individually in front of an audience. They speak clearly and can recognise every day favourite foods such as ice cream. They can recall and use numbers up to 20 well when counting for example with pennies.

170. Pupils in KS2 follow instructions in Welsh well and can often recognise humour through the language. They speak clearly and audibly and listen well to commands. They create their own role play conversations in pairs with increasing confidence using aides memoirs.

171. Older pupils in KS2 recall the months of the year well through singing them to the tune Men of Harlech. They write sentences about when their birthday is and read their own written work with appropriate accuracy and intonation.

172. Older pupils recognise the title, name of the author of a big book and read it well together with appropriate expression. They have a good command of the appropriate vocabulary associated with getting up in the morning, including stating they are washing or brushing their teeth.

**Shortcomings**

173. There are no major shortcomings, but pupils in KS2 do not extend their writing sufficiently when using known sentence patterns.

## Information technology

**Key Stage 1-Grade 2: good features with no important shortcomings**

**Key Stage 2-Grade 2: good features with no important shortcomings**

### Good features

174. From the earliest pupils are introduced to the interactive whiteboard and confidently participate in its use, developing their individual IT skills.

175. Good use is made of the interactive whiteboards by pupils in every classroom to support and extend experiences across the curriculum. They show an increasing confidence in using a range of IT equipment.

176. In KS1, pupils use simple tools confidently to create pictures and show good mouse control. Older pupils in KS2 create pictures in the style of Mondrian using fine mouse control and colour filling tools. They also print out their work independently.

177. Older pupils in KS1 develop effective word processing skills. They use the computer keyboard with increasing accuracy and fluency, and are familiar with different fonts, layout and colour presentations.

178. In KS2, pupils effectively process information across a range of subjects and in a variety of worthwhile contexts. Older pupils in KS2 produced sequenced media presentations of aspects of Victorian life that they choose themselves then download the necessary information from the internet.

179. In KS2, pupils understand the use of different texts to give information or instruction and illustrate this with additional graphics. Older pupils collaborate well together to produce a regular news-sheet which they edit and present with accompanying pictures and graphics.

180. By the end of KS2, pupils are proficient in using a range of information technology, including word processing data handling and the internet for research purposes.

### Shortcomings

181. There are no major shortcomings.

## History

**Key Stage 1-Grade 2: good features with no important shortcomings**

**Key Stage 2-Grade 2: good features with no important shortcomings**

### Good features

182. In both key stages, pupils display good background knowledge of the history of Wales, including their local history through good investigative skills and visits to local sites of historic interest.

183. In KS1, pupils have a good understanding of continuity and change, incorporating suitable phraseology such as old and new and then and now when

talking about ordinary household objects and everyday tasks such as buying and shopping. They suggest reason for change and how aspects of the past have a bearing on the present.

184. Pupils in KS2 have a good awareness of chronology and understand the passage of time through timelines on classroom display and in using the interactive whiteboards appropriately.

185. In the early part of KS2 pupils make informed judgements based on previous knowledge and use them to make their own interpretations and representations. For example, when they study Celtic hill forts, they made their own decisions on where the hill fort should be placed based on the range of historical data they had researched.

186. Pupils in KS2 have a good appreciation of how historical evidence can be obtained from a variety of sources including their own families and from visitors to the school.

187. Older pupils in KS2 show a growing awareness that there are often a number of interpretations of what is considered historical fact. For example, Y5 pupils explore the Battle of Bosworth through a wide range of material including books, the internet and a video of Shakespeare's Richard III. In addition, they use role-play to re-enact the battle and proffer confidently their own questions and their own interpretations based on their acquired knowledge.

188. In both key stages, pupils appreciate how people in the past differ from today, in terms of their lifestyle and in their social and cultural activities, especially when looking at the Tudors and Victorians. Y6 use ICT well in producing PowerPoint presentations to show their understanding of Victorian times.

### **Shortcomings**

189. There are no major shortcomings, but pupils in both key stages seldom develop their good knowledge and experience of history through writing personal responses to their work.

<b>Art</b>
------------

<b>Key Stage 1-Grade 2: good features with no important shortcomings</b>
--

<b>Key Stage 2-Grade 2: good features with no important shortcomings</b>
--

### **Good features**

190. Younger pupils in KS1 use sketch books effectively to practise mark making, for example in their observational drawings of fruit they use smudging to create texture.

191. Younger KS1 pupils investigate mark making with a variety of tools using clay. They describe artefacts and respond to appropriate stimuli to create a range of patterns.

192. Pupils in KS1 use designs from familiar objects such as wrapping paper, lamp shades, window blinds and curtains well to inspire them to create their own imaginative patterns which are sometimes linked appropriately to Welsh history, for example designs by Laura Ashley.

193. Later in KS1, pupils use ICT imaginatively to change the colour and size of attractive prints in the style of Mondrian as well as searching the internet for work by Welsh artists.

194. Older pupils in KS1 use their observational skills well to make colourful stained glass window drawings.

195. Younger pupils in KS2 develop photography skills well, including film and digital formats. They consider the position of the subject and use reflected light in different ways, then choose the most appropriate type of print such as colour, sepia or black and white. They evaluate their photographs critically and sensibly based on knowledge gained.

196. Pupils in KS2 use sketch books effectively to draw mirror self-portrait images; they use pastels on black paper carefully in their accurate observational drawings of each other's faces. They go on to use brush strokes with good use of tone to paint portraits using colour and texture in the style of Kathy Williams.

197. KS2 pupils make very good computer generated compositions in the style of *The Snail* by the French artist Henri Matisse, using colour and form of rectangular and square patches expressively.

198. Older pupils in KS2 trace detailed heraldic and other images on to tiles using carbon paper, then colour them carefully with acrylic paint.

199. Good use of shade and expression is used by older KS2 pupils in making a collage in the style of *The Last Time* by Nicholas Evans.

200. Older pupils in KS2 experiment with environmental art, using natural materials such as cut grass, twigs and stones found on the ground to make three-dimensional images.

201. Good use is made of symmetrical, random and bold patterns in creating recognisable representations of, for example, the sun, sunflower, house and a duck.

202. Older KS2 pupils observe and investigate different examples of quilt patterns. The majority demonstrate careful cutting skills and good teamwork to make neat weaving patterns which they join together to create a large patchwork quilt for display. They look at appropriate ways they can change or improve their work.

### **Shortcomings**

203. There are no important shortcomings, but the noise level in practical sessions created by a minority of older KS2 pupils slows artistic progress.

## **School's response to the inspection**

The findings of the inspection team have been very well received by everyone at St Mary's Catholic Primary, Llanelli.

The staff and governors are delighted that after a rigorous and robust inspection of the evidence base the Inspection team agreed with all of the judgements made by the school in its self-evaluation; confirming our success as a reflective and informed team of professionals.

We are very pleased that the Inspection findings acknowledge that St Mary's has many good and very good features, and that the percentage of good or better lessons and pupils' standards of achievement in lessons exceed the Welsh Assembly Government all Wales targets.

We are proud to be recognised as providing a happy supportive environment where pupils are secure and valued by staff. In a school that has a strong Welsh ethos, with the Cwricwlwm Cymreig well promoted, pupils are considered to have equal access to a broad and balanced curriculum. Indeed the consistent manner in which pupils achieve similar levels of success whatever their gender, social, ethnic or linguistic background has been deemed an outstanding feature of the school.

It is further acknowledged within the report that our school makes good provision for the care, support and guidance of pupils and that our parent body greatly appreciates the open door policy and feel that specific needs are sensitively met.

The governors are gratified that with the appointment of the new headteacher and deputy headteacher significant progress has been made in a short time.

The quality of the evolving culture of school improvement is making a significant contribution to steadily rising standards of achievement, resulting in a renewed sense of purpose among staff, and an obvious enthusiasm to see the school moving further forward. Steady progress has been made since the last Inspection with a good foundation laid down for the future.

The school's response to the inspection recommendations and the report will be made available to all parents in the governors' annual report which will outline developments.

The Governors and staff of St Mary's would like to thank the Inspection team for the professional manner in which the Inspection was conducted.

## Appendix A

### Basic information about the school

Name of school	St Mary's Catholic School
School type	Primary
Age-range of pupils	3 – 11 years
Address of school	Havard Road Llanelli Carmarthen
Post-code	SA14 8SD
Telephone number	01554 772040

Headteacher	Mrs Pat Way
Date of appointment	1 September 2004
Chair of governors/ Appropriate authority	Mrs N Treharne
Reporting inspector	Mr Phillip Edwards
Dates of inspection	10 – 12 October 2005

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28	23	30	27	22	30	29	27	216

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	10	0	10

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	21:1
Pupil: adult (fte) ratio in nursery classes	14:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	27
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	Reception	Whole School
Autumn 2004	93%	91%
Spring 2005	93%	92%
Summer 2005	91%	92%

Percentage of pupils entitled to free school meals	9%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of KS1:

National Curriculum Assessment KS1 Results 2004		Number of Pupils in Y2:	<b>28</b>				
		Percentage of pupils at each level					
			D	W	1	2	3
English	Teacher Assessment	School	0	0	4	61	36
		National	0	4	13	63	20
English: speaking and listening	Teacher Assessment	School	0	0	4	50	46
		National	0	2	11	64	22
English: reading	Teacher Assessment	School	0	0	4	54	43
		National	0	4	14	54	28
English: writing	Teacher Assessment	School	0	0	11	89	0
		National	0	5	13	71	10
Mathematics	Teacher Assessment	School	0	0	7	54	39
		National	0	2	9	61	26
Science	Teacher Assessment	School	0	0	4	71	25
		National	0	2	10	68	20

Percentage of Pupils Attaining at least Level 2 in Mathematics, Science and English (or Welsh as a First Language) according to Teacher Assessment			
In the School:	93%	In Wales:	80%

- D Pupils who have been disapplied from the statutory arrangements  
A Pupils who were absent from the tests/tasks  
W Pupils who are working towards Level 1

The majority of seven-year-old pupils are expected to attain Level 2.

## End of KS2:

School National Curriculum Assessment KS2 Results 2004			Number of Pupils in Y6								31
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	22	59	19
		National	1	0	1	0	1	5	16	46	30
	Test/Task	School	0	0	0	0	0	0	22	63	15
		National	0	2	0	1	0	4	13	42	37
Mathematics	Teacher assessment	School	0	0	0	0	0	7	22	33	37
		National	0	0	0	0	1	4	19	46	30
	Test/Task	School	0	4	0	0	0	1	19	30	37
		National	1	2	1	0	0	3	18	46	31
Science	Teacher assessment	School	0	0	0	0	0	0	19	70	11
		National	1	0	0	0	0	1	11	50	37
	Test/Task	School	0	4	0	0	0	0	22	67	7
		National	0	1	0	0	0	1	9	51	39

Percentage of Pupils Attaining at least Level 4 in Mathematics, Science and English (or Welsh as a First Language)			
by Teacher Assessment		by Test	
In the School:	76%	In the School:	75%
In Wales:	71%	In Wales:	70%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum  
A Pupils who have failed to register a level because of absence  
F Pupils who have failed to register a level for reasons other than absence  
W Pupils who are working towards level 1

The majority of 11-year-old pupils are expected to attain Level 4.



## Appendix D

### **Evidence base of the inspection**

A team of three inspectors, who were present at the school for 8 inspector days, carried out the inspection accompanied by a peer assessor.

Pre-inspection meetings were held with parents and the GB to discuss the life and work of the school.

Forty-two questionnaires responses were completed by parents and analysed carefully; 95% were positive.

Discussions were held with the headteacher and staff with responsibilities, and support staff.

School documentation and samples of pupils' work were examined.

Thirty-nine lessons or sessions were observed.

A sample of pupils' work from across the ability range in each year group was examined.

Inspectors listened to a sample of pupils from each year group reading. Discussions were held with pupils about their work and with the school council about the life of the school.

Pupils' behaviour was observed during break periods, at lunchtime and at the end and beginning of the school sessions.

Inspectors attended assemblies and observed extra-curricular activities.

Post inspection meetings were held with the headteacher, staff and the GB.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Subjects	Responsibilities
Phillip Edwards (Rgl)	Children under five Welsh second language Art	Question 1.1 – 1.6 Question 1.13 – 1.15 Question 4.15 – 4.16 Question 5.1 – 5.9 Question 6.1 – 6.7
Glyn Scott (Team)	English Information technology History	Question 1.7 – 1.9 Question 2.1 – 2.12 Question 3.1 – 3.5 Question 3.5 – 3.7 Question 4.10 – 4.14 Question 4.17 – 4.18 Question 7.1 – 7.7
Janet Warr (Lay)		Question 1.10 – 1.11 Question 1.12 Question 1.16 Question 3.8 – 3.14 Question 4.1 – 4.9
Mrs Jackie Phillips (Peer Assessor)	Contributed to judgments for subjects	Contributed to judgments for all seven questions

### Name and address of contractor:

Baker Phillips Educational Communications Ltd  
Oaks Lea, Higher Knolton, Overton, Wrexham. LL13 0LF

### Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils of St Mary's Catholic Primary School for their co-operation, hospitality and courtesy throughout the inspection.