

**INSPECTION UNDER SECTION 10 OF
THE EDUCATION (SCHOOLS) ACT 1996**

All Saints R C Primary School

**Heol Yr Ysgol
Ebbw Vale
Blaenau Gwent
NP23 6QP**

SCHOOL NUMBER: 677/3315

DATE OF INSPECTION: 24 – 27 February 2003

BY

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REGISTERED INSPECTOR No: W086/16177

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term “Reception” (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year “Year 1” (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

All Saints RC Primary School is situated in the small town of Ebbw Vale in an area of mature housing. At the time of the inspection, there were 160 fte pupils in the school, taught in six classes and an early years unit. The number of pupils has declined over the last three years from 176 in 2000 to 160 at the time of the inspection. The school identifies the catchment area generally as economically disadvantaged with few able and many less able pupils; 50% of pupils are entitled to free school meals. A fifth of pupils are identified as having special educational needs. Approximately 2% come from ethnic minority backgrounds; one receives support teaching in English. There are no natural Welsh speakers.

The school has an appropriate statement of aims which stresses the importance of children being valued as individuals and learning together in a caring, sharing, loving environment, working in partnership with parents and the parish. The school development plan (SDP) identifies the development of Personal and Social Education, Early Years Education, Special Educational Needs, and the need to develop aspects of mathematics, physical education, history, spelling and investigative skills as priorities.

The school was last inspected in 1997 and has made good progress in most of the areas identified in the report.

Religious education is inspected separately, complying with Section 23 of the Inspection Act 1998.

2. MAIN FINDINGS

The main findings of the report

All Saints Roman Catholic Primary School is an improving school which has made good progress since the last inspection. The head teacher, staff and governing body have a clear, shared vision for improving the school. The efforts of all have focused on improving standards of achievement and making learning and teaching better for pupils.

- The educational provision for the under fives, taken overall, is appropriate and successfully promotes the Desirable Outcomes for Children's Learning. Standards achieved are:

Area of Learning	Nursery and Reception
Personal and Social Development	Good
Language, Literacy and Communication Skills	Good
Mathematical Development	Good
Knowledge and Understanding of the World	Good
Creative Development	Good
Physical Development	Good

- Pupils' standards of achievement in the subjects of the National Curriculum in KS1 and KS2 are as follows:

Subject	KS1	KS2
English	Satisfactory	Satisfactory
Mathematics	Good	Good
Science	Good	Good
Welsh	Good	Good
Design and Technology	Very Good	Very Good
Information Technology	Good	Good
History	Good	Good
Geography	Good	Satisfactory
Art	Good	Good
Music	Good	Good
Physical Education	Satisfactory	Good

- When compared with similar schools in Wales, the KS1 2002 teacher assessment results are below average in English, mathematics and science. However, when compared with baseline assessment, pupils at the end of KS1 have made good progress overall. In KS2, test results in English, mathematics and science are in line with the average.
- Children in the early years make good progress in all the key skills. In KS1 and KS2, pupils make good progress in speaking, listening, reading, writing, numeracy and information and communications technology (ICT).
- Provision for pupils' moral and social development is good and for cultural development is satisfactory. The values of caring and mutual respect encouraged by the school are clearly evident. Pupils are well aware of the linguistic and cultural heritage of Wales. Their awareness of other cultures is less well developed.
- The standard of pupils' behaviour and their attitudes to learning are good. The school is a happy and supportive learning environment, with very good procedures for promoting good behaviour.
- Attendance levels are satisfactory and there are appropriate measures in place to monitor and follow up absences. However, some pupils arrive late at the start of the day.
- The quality of teaching was satisfactory or better in just over 90% of lessons observed. In nearly 40% of the lessons, teaching was good, and was very good in a further 16%. Teachers have a sound knowledge of the desirable outcomes for children's learning and the statutory curriculum. They know their pupils well and establish good relationships with them, providing valuable support and offering frequent praise and encouragement. Good questioning enables pupils to extend their understanding of the work. Where teaching has shortcomings, too much of the work is the same for all pupils, which limits pupils' progress, especially for the most able. Some introductions are too brief or too long, and pupils are unsure

what is expected of them when working alone. In some instances, pupils have few opportunities to work independently.

- The quality of assessment, recording and reporting is good. In the best practice, the quality of teachers' marking is good, with comments indicating how pupils can improve their work, and this needs to be consistently applied in all classes. The school makes good use of baseline assessment to track progress made by pupils and for planning.
- The curriculum is broad and balanced and meets statutory requirements. The school provides pupils with many stimulating experiences. Educational visits, visitors to the school and a range of extra-curricular activities contribute to pupils' experiences and skill levels. Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed, particularly at the end of KS2. There is a lack of consistency in planning for key skills.
- The quality of provision for personal support and educational guidance given to pupils is very good. The school achieves its aim of creating a caring and sharing environment where pupils develop responsible attitudes to each other and to the community. Pupils' personal and social development is effectively supported through the curriculum and all aspects of school life.
- The quality of provision and support for pupils with special educational needs is very good. Pupils make good progress and benefit from the well-organised and purposeful provision provided by support staff.
- Partnership with parents and the community, schools and other institutions is good. Parents are kept well informed and are consulted on their views of the school. There are effective arrangements for the transfer of pupils to secondary school. Partnership with industry is good.
- The quality of self-evaluation and planning for improvement is good. The head teacher, staff and governing body have a clear vision for developing and improving the school. Action has been taken on areas identified by pupils as needing further attention through providing first-hand investigations. Some aspects of evaluation are limited.
- The school is well led. The head teacher gives the school a clear direction and provides a strong focus on school improvement. She is supporting staff in developing their management roles and provides a good model. Subject leaders monitor planning and standards of achievement but observing learning and teaching is an area for development. The governing body is well informed and committed to the life and work of the school.
- Overall, the school's staffing, accommodation and learning resources are good and are used effectively to promote pupils' achievement. Specific training for self-evaluation undertaken by the head and a teacher has had a positive impact on the quality of provision and standards achieved. Staff are generally well motivated and work well as a team. Support staff assist and encourage pupils sensitively. The school buildings and grounds are well maintained, although some classrooms are of an awkward shape. The newly-built early years unit is

well equipped but has limited outdoor play space which limits play for reception children.

- Since the last inspection, the head teacher, staff and governors have concentrated effectively on school improvement, making good progress in addressing the majority of the key issues. They have worked well as a team to raise standards of achievement and subject leaders are monitoring these, although classroom observation of learning and teaching is still undertaken mainly by the head teacher. The school has achieved the Basic Skills Agency's Quality Mark. The role of the senior management team is developing and the head teacher has clear vision for its further growth. Links with industry are now good.

3. EDUCATIONAL STANDARDS ACHIEVED BY THE PUPILS

3.1 Standards achieved in subjects and areas of learning

- Pupils' standards of achievement are very good in 10% of lessons, good in 70% and satisfactory in 17%. Standards of achievement are unsatisfactory in the remaining 2% of lessons.
- Children under five make good progress and achieve good standards in all six areas of learning.
- In KS1, standards are very good in design and technology, and good in mathematics, science, Welsh as an additional language, information technology, history, geography, art and music. They are satisfactory in English and physical education.
- In KS2, standards are very good in design and technology, and good in mathematics, science, information technology, history, art, music and physical education. They are satisfactory in English and geography.
- Pupils with special educational needs make good progress and achieve good standards relative to their ability.
- When compared with similar schools in Wales, the KS1 2002 teacher assessment results are below average in English, mathematics and science. However, when compared with baseline assessment, pupils at the end of KS1 have made good progress overall. In KS2, test results in English, mathematics and science are in line with the average.
- In KS2, girls perform better than boys. The school is aware of this issue and is addressing it.

3.2 Standards achieved in key skills across the curriculum

- Children under five make good progress in applying and improving their developing skills in early literacy and numeracy across the six areas of learning. Many children use ICT confidently and this supports their learning.
- In both KS1 and KS2, standards are good in speaking. Most pupils express themselves clearly and confidently, using appropriate vocabulary and terms to discuss their work.

- Standards in listening are good in both key stages. Pupils listen carefully to adults and to each other in group discussions and paired work.
- Pupils achieve good standards in reading. They read their own work effectively and, when involved in research for subjects, can use a good range of information retrieval skills.
- Pupils make good progress in writing across the curriculum. Pupils use a full range of writing techniques for recording.
- Standards in numeracy across the curriculum are good. Work in subjects such as science, design and technology and physical education contribute well to pupils' numeracy skills.
- Pupils' skills in word-processing, information gathering and the use of the internet across the curriculum are good. Pupils' ICT skills in data handling and modelling are insufficiently developed.
- Planning for key skills is not yet fully integrated in all subject areas.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school's provision for pupils' moral and social development is good and provision for their cultural development is satisfactory.

- The values of caring and respect for self and others embodied in the school's mission statement are clear to pupils and regularly reinforced by staff. Pupils are confident, considerate to each other and courteous and friendly to visitors. They respond positively to the school's provision for moral, social and cultural development.
- Relationships are good within a happy and well-ordered school community. Teachers and adult helpers consistently enhance pupils' self-esteem and celebrate individual strengths and achievements.
- Pupils respond well to the school's expectations. They develop a clear understanding of the difference between right and wrong and are sensitive to the feelings of others.
- Pupils work well together and co-operate responsibly. Older pupils develop a spirit of caring in their dealings with younger pupils and are thoughtful and sensible in carrying out their tasks as monitors.
- Pupils are encouraged to value and respect minority groups. Aspects of cultural diversity and racial harmony are positively promoted through religious education, music and some areas of geography. However, multicultural education needs to be further developed.
- The school complies with statutory requirements to hold an act of collective

worship every day.

- Pupils' personal and social skills are thoughtfully promoted through a range of initiatives. Pupils express their views honestly and show an appreciation of other viewpoints during circle time and class discussions. Opportunities to develop these skills during plenary sessions need further consideration in some classes.
- Social skills are further enhanced through links with the community. Speakers visit the school regularly and these, together with charity events, raise pupils' awareness of others less fortunate than themselves. A programme of extra curricular activities promotes individual strengths and helps enhance social skills.
- Pupils' awareness of Y Cwricwlwm Cymreig is actively encouraged through a range of learning experiences. Educational visits, annual celebrations, participation in Welsh hymn singing in assemblies and attractive Welsh-related displays around the school greatly enhance this aspect of school life and ensure that Welsh culture and heritage has a secure place.

4.2 Behaviour and attitudes

Overall, standards of behaviour and pupils' attitudes are good.

- The school has very good procedures and strategies to promote good behaviour and prevent any form of discrimination. The ethos of sharing and caring ensures there is a happy learning environment.
- The school provides a very good pastoral programme to support a pupil accepted after exclusion from another school.
- Pupils are friendly and courteous and are enthusiastic in sharing and explaining their work to visitors.
- In the classroom they are attentive, maintain concentration well and persevere at their work conscientiously. They support each other and have good attitudes to learning. This has a positive impact on standards achieved and the progress which pupils make.
- The layout of the buildings can make outside play difficult to supervise and occasionally play can become over-boisterous.

4.3 Attendance

Standards of attendance are satisfactory.

- Pupils' average attendance level for the three full terms prior to the inspection is 90.9%.
- Registration is carried out at the start of each session and absences are codified appropriately. Several strategies are used to promote regular attendance.

- The school operates a first day response system ensuring that parents account for their child's absence. Monitoring and follow up procedures are in place and the Education Welfare Officer provides support when requested.
- Some pupils arrive late, which interrupts assemblies and the start of lessons.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching was satisfactory or better in just over 90% of lessons observed. In nearly 40% of the lessons the teaching was good and it was very good in a further 16%.

Where the quality of teaching is good or better:

- teachers have a sound knowledge of the desirable outcomes for children's learning and the statutory curriculum;
- teachers are enthusiastic about the work, know their pupils well and establish good relationships with them. They act as good role models, provide valuable individual support and offer frequent praise and encouragement;
- supportive questioning techniques enable pupils to give full responses, which develops their oral skills and extends their understanding of the work;
- lessons are well structured with short, well-focused introductions, sufficient time for pupils to develop their work effectively and a final session which examines the learning that has taken place. Direct teaching is supportive and the whole lesson is well paced;
- teachers make good use of a variety of resources and approaches to teaching. Classroom routines are well established and proceed smoothly; and
- classroom assistants and support staff are well briefed and make a valuable contribution to pupils' learning and welfare. They undertake their responsibilities conscientiously and effectively, providing work which matches that undertaken by others in the class.

Where teaching has shortcomings:

- the introduction is either hurried or too long, which results in pupils being unsure about what is expected of them in individual work;
- work is not well matched to the needs and abilities of pupils, particularly in challenging the most able. This is particularly evident at the end of KS2;
- pupils are over-directed and have too few opportunities to work independently and take responsibility for their own learning.

5.2 Assessment, recording and reporting

The quality of assessment, recording and reporting is good.

- A clear policy for assessment, recording and reporting provides a manageable framework for the school. The policy for marking supplements this document effectively. Strategies are in place for the day to day informal assessment and recording of achievements. Procedures are well understood and overall applied consistently by staff.
- The role of assessment in curriculum planning is clearly defined and in the best practice it is utilised to ensure that planning of future work is suitably matched to pupils' abilities. In some instances, however, it does not provide an appropriate level of challenge for more able pupils, particularly at the end of KS2.
- Appropriate use is made of a range of tests to determine pupils' abilities across a range of skills. Analysis of statutory tests and data is used to identify areas for improvement. Information is collated into well-organised pupil profiles.
- Pupils' work is generally marked regularly with constructive and positive comments providing sufficient guidance to enable pupils to improve. This aspect needs to be consistently applied in all classes.
- Individual target sheets are included in workbooks in most classes. In some classes pupils are beginning to evaluate their own work and have a clear understanding of their progress. Effective plenary sessions could further assist in these evaluations in some classes.
- Reading records are dated and annotated. Although these give a clear indication of strengths, in some classes they are not sufficiently analytical in noting difficulties or identifying areas for improvement.
- Consistent and purposeful use is made of the baseline assessment to aid the tracking of skills and it is used effectively in future planning.
- Assessments are conscientiously undertaken for pupils with SEN so that their progress is carefully monitored. This complies with the statutory Code of Practice.
- Portfolios containing exemplar material of pupils' work to aid the accuracy of assessment vary in their usefulness. In the best examples, such as science and design and technology, these aid moderation of standards and ensure consistency in teachers' judgements. There is now a need to ensure that this good practice of moderation and annotation is disseminated to all core subjects to assist teachers when assessing standards. The 'curriculum walk' is potentially useful in supporting this.
- Reports to parents issued annually are informative and comply with statutory requirements. Parents are encouraged to be a part of their children's learning and are invited to the school to discuss their child's progress through a series of planned meetings throughout the year.

5.3 Curriculum

The curriculum is broad and balanced, addressing the Desirable Outcomes for Children's Learning for the under fives, and covering the subjects of the National Curriculum for pupils in KS1 and KS2.

- The curriculum for the under fives provides children with stimulating experiences. There is an appropriate emphasis on children's active involvement although older children are sitting for too long at some activities. The restricted outside play area inhibits some aspects of physical development.
- Whole-school policies and schemes of work for NC subjects provide helpful guidance for staff. All schemes of work have been updated to reflect the requirements of Curriculum 2000 and many include references to key skills. However, planning for the development of key skills is not consistently undertaken in all subjects.
- Pupils have some homework tasks: the most frequent is taking a library book home. However, there is no home/school diary, so pupils' progress in this is not monitored.
- The school provides pupils with many stimulating experiences. Visitors to the school and educational visits enrich the quality of curriculum provision. The range of extra-curricular activities also contributes to pupils' experiences and skills.
- The school has a good scheme in place for developing pupils' personal and social education, which draws on guidelines from ACCAC. This is integrated effectively into work across the curriculum and is already having a positive impact on pupils' learning and attitudes.
- Y Cwricwlwm Cymreig is promoted well in many subjects. Pupils have good opportunities to develop their knowledge and understanding of the culture, heritage and language of Wales. Pupils' understanding of ethnic and cultural diversity is developing, but is not yet promoted consistently across all aspects of pupils' work.
- Pupils' understanding of global citizenship and sustainable development is beginning to be evident, but is still at an early stage.
- Planning for pupils to work independently on progressively more challenging, open-ended tasks is under-developed, particularly at the end of KS2.

5.4 Support, guidance and pupils' welfare

The quality of personal support and educational guidance given to pupils is very good. Pupils' welfare is sensitively monitored and undertaken conscientiously.

- The school's aim of creating a caring, sharing, loving environment where pupils are valued as individuals and develop responsible attitudes towards each other and the community is achieved successfully.
- The quality of relationships throughout the school is very good. Pupils feel secure and at ease with staff who show caring concern for their welfare and safety.

Pupils show increasing confidence and independence in response to teacher expectations within a positive and supportive ethos.

- Older pupils learn to exercise choice sensibly and accept responsibility towards younger pupils when participating in the buddy initiative and in exercising their duties as monitors.
- Pupils with special needs supported in withdrawal groups are involved in the compilation of their own rules. Learning support assistants and adult helpers provide good quality and purposeful support to the learning programme.
- The school thoughtfully considers issues of inclusion: pupils with special educational needs (SEN) are well integrated into the life of the school and are supported with care.
- In the early years, children are happy and show developing confidence and independence. Routines are well established.
- Pupils come in to a welcoming environment where their work is attractively displayed. Photographic records of special events and awards acknowledge pupils' achievements and motivate them to succeed.
- The personal and social education policy (PSE) is well established and is a strength of the school. It complies with the ACCAC framework 2000 and is successfully and thoughtfully integrated into a balanced and relevant programme of learning opportunities across the curriculum.
- The school successfully promotes the importance of healthy eating. Sex education is taught sensitively and health professionals support learning for older pupils.
- Appropriate procedures are in place for child protection and comply with NAFW (WO) Circular 52/95. All staff are aware of the correct procedures involved and sensitive attention is given to pupils' concerns. Overall responsibility for child protection is conscientiously undertaken by the head teacher who has received the appropriate training. The school is well supported by relevant external agencies.
- The school has been involved successfully in family literacy initiatives which engage parents in dialogue with the school. Both literacy and numeracy programmes are to be resumed in the near future.
- Good use is made of records to monitor individual pupils' progress and pupils are supported and encouraged to be a part of the process by discussing and setting their own targets for improvement.
- Policies are in place which address accident and emergency procedures. All members of staff have received training in first aid. The safeguarding of pupils' health, safety and general well being are carefully monitored and documented. However, the school needs to ensure that safety procedures are adhered to in all practical lessons.
- Outside play areas are well supervised and pupils are carefully supported. The reward initiatives given by mid-day supervisors impact positively on the quality

of provision. Supervisors understand their role well and undertake their responsibilities conscientiously.

- The school has a controlled access system to ensure the safety of pupils and staff during the school day. A health and safety audit is undertaken by members of the governing body in consultation with appropriate professional advisors.

5.5 Provision for pupils with SEN

The quality of provision and support for pupils with special educational needs (SEN) is very good. Pupils make good progress in their learning.

- Thirty-five pupils are identified by the school as requiring SEN support. There are no NC disapplications.
- The school has established a clear and informative policy which meets the requirements of the revised Code of Practice.
- Good use is made of baseline assessment to identify pupils with SEN at an early stage, and procedures for monitoring their progress are effective.
- Pupils benefit from the well-organised and purposeful provision by the full time learning support teacher whose close liaison with class teachers on planning and progress reports ensures continuity in pupils' learning.
- Pupils are further supported and carefully monitored when integrated back into mainstream through a programme of differentiated activities. In addition, two pupils with particular difficulties are ably supported in class by learning support staff. All staff have a thorough understanding of pupils' needs and a commitment to supporting pupils in their care.
- The role of the special educational needs co-ordinator (SENCO) is undertaken effectively by a class teacher in conjunction with the head teacher. Provision is clearly documented and appropriately co-ordinated. Links with specialist outside agencies are well established.
- Individual education plans (IEP's) are written as a result of thorough assessments and ongoing observations. Manageable and precise targets are well matched to pupils' needs and pupils are made aware of short-term targets. Reviews are held as necessary and parental involvement is encouraged at each stage.
- All pupils have equal access to the NC learning programme and the school responds thoughtfully to the principle of inclusion. All are well integrated into class and extra-curricular activities. The school is in the process of providing as far as possible access to the school buildings for pupils with restricted mobility.
- The designated link governor is supportive and works closely with the school in monitoring and reviewing provision for SEN.

5.6 Partnership with parents and community, schools and other institutions

Partnership with parents and the community, schools and other institutions is good.

- Parents are generally well informed about the life and work of the school and the progress of their children. The school has initiated a questionnaire for parents and pupils, seeking their views on the perceived strengths and areas for development, and an action plan has been set up to meet perceived needs.
- Family literacy and numeracy workshops are organised to assist parents in helping their child's learning.
- A Friends of the School Association organises fund-raising and social events. Parents and governors assist in the work of the school through activities such as setting up the school library, IT club, tapestry making and athletics coaching. However, parents do not assist in the classroom.
- There are good links with the community and parish. Parents and members of the parish are invited to School Mass. Pupils are regular visitors to a home for senior citizens. They also support a selected number of charities each year which gives them a wider understanding of the world.
- Representatives from community organisations are regular visitors to the school. Pupils receive good cultural experiences through regular visits to the theatre and musicians performing at the school.
- Links with the comprehensive school to which most pupils transfer are well established. There are good pastoral links and curriculum links in English, mathematics and SEN. Transition to other schools is also well founded.
- The school offers work experience for students from local colleges and pupils from local comprehensive schools. Partnership with a teacher training institution is being developed.

5.7 Partnership with industry

Partnership with industry is good.

- The curriculum has been enriched by a range of partnerships with industry including a large retail outlet, a power station, a national newspaper and the national museum.
- Good links with the Education Business Partnership (EBP) has resulted in most staff being sponsored to receive work placement experience in government offices, production facilities and a bank.
- EBP funding has also enabled pupils to gain access to science workshops and an ecological project at a local museum.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is good.

- The head teacher, staff and governing body have a clear vision for developing and improving the school.
- The head teacher and a member of staff have undertaken training in self-evaluation, and have begun to use questionnaires for pupils, parents, staff and governors to evaluate current provision and identify areas for development.
- Action has been taken in areas identified by pupils as needing further consideration in order to motivate pupils in their work on specific subjects through providing challenging, first hand investigations.
- The school development plan indicates the school's priorities for the next three years and is flexible enough to respond to new initiatives. The content of the plan is the result of whole school discussion and staff training is clearly linked to the priorities identified. Specific success criteria for measuring improvement are limited.
- The school makes use of teacher assessment, test results and external assessment data to analyse pupils' standards of achievement and establish targets for improvement. These targets were not met in some areas in the last year, but evaluation has produced an action plan for improvement.

6.2 Leadership and efficiency

The quality of leadership and management by the head teacher, staff and governors is good.

- The school has appropriate aims and a commitment to providing a full and positive educational experience for all pupils.
- The school is well led. The head teacher provides clear direction and a strong focus on school improvement. She is supporting staff in developing their management roles and provides a good role model.
- The governing body is well informed and involved in the life and work of the school. There is a link governor for pupils with SEN and the governing body regularly receives reviews of specific curriculum areas.
- Subject leaders monitor planning and standards of achievement through reviewing pupils' work: however, learning and teaching is observed mainly by the head teacher, and this is an area for development.
- Available resources are used effectively and efficiently to provide a broad-based curriculum. The governing body exercises appropriate oversight of financial management and ensures that the school can account for the expenditure to which it has committed itself.
- Administrative procedures and daily routines are effective. The school administrator undertakes her tasks efficiently and the school runs smoothly.

- The school has achieved the Basic Skills Agency's Quality Mark.
- The school complies with statutory requirements and takes note of Welsh Assembly Government guidelines.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and learning resources is good.

- Staffing levels are good for the numbers on roll and all have appropriate job descriptions. One class teacher is newly qualified and has benefited from the support provided through induction and training. Staff are generally well motivated and work well as a team.
- Staff development is linked to initiatives identified in the SDP and to specific needs identified during annual staff and threshold interviews. In-service training is undertaken regularly and outcomes disseminated to all staff. Specific training for self-evaluation undertaken by the head and a teacher has had a positive impact on the quality of provision and standards achieved.
- Support staff assist and encourage pupils sensitively. Positive techniques are adopted to include all pupils in the activities of the school.
- The fabric of the school is generally in good condition. The school has a new early years unit which is well equipped, but has limited outdoor play space. Most classes are of adequate size for classes, although some are an awkward shape and make organisation difficult, particularly for undertaking investigative work. The environment is bright and welcoming and all areas are clean and well maintained.
- The school grounds are spacious and well kept, although the extensive grassed areas can only be used in dry weather. The developing ecological garden is a very good resource for pupils' learning. The many steps around the school grounds do not have edges marked for safety.
- There are good quality resources in most curriculum areas, including a new computer suite which is well used during the week. Books and resources are well organised within classes, and accessible to pupils. The newly organised library area is not yet being fully utilised.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The educational provision for the under fives is appropriate and successfully promotes the Desirable Outcomes for Children's Learning.

Standards achieved in the six areas of learning are good.

Good features

Children's personal and social development is good.

- Children are happy to come to school and are familiar with the unit's routines. They confidently select the activities they enjoy as they come in at the beginning of each session. They relate well to adults and treat one another with care and concern. Many of the older children contribute well to discussions on a one to one basis with adults as well as during whole group sessions.

Children's language, literature and communication skills are good.

- Most children in both the reception and nursery groups listen attentively to stories and rhymes and respond positively to questions. They enjoy joining in with songs and poems. Their vocabulary is extended when working with adults in activities such as games and role play. Children enjoy choosing books and sharing stories and are making good progress with early writing skills. Reception children are making good progress in letter formation and letter sounds. All are gaining a vocabulary of simple Welsh words and are beginning to respond to instructions given in Welsh.

Children's mathematical development is good.

- Younger children can count to five, and older children to twenty. Younger children are able to sort by shape and colour and can name simple two-dimensional shapes. Older children understand the concept of 'one more' and can count accurately in practical situations. They can match and copy patterns well, and enjoy mathematical games in a group setting. Practical activities in sand and water enable them to develop their understanding of 'full' and 'empty'.

Children's knowledge and understanding of the world is good.

- Children have a basic understanding of the seasons and the months of the year, and are able to comment sensibly on daily weather to complete a chart. They use the computer confidently and show good mouse control. Older pupils are able to use menus to select programmes they enjoy. They are able to transfer their home experiences into play activities such as making a birthday cake from dough and saying how old they are and the number of candles needed.

Children's creative development is good.

- Children paint and draw with increasing control, using a variety of tools. They are eager to talk about their work and have produced some detailed observational drawings of flowers. They are able to recognise and name colours appropriately. They enjoy rhythm in music and both reception and nursery children enjoy a good range of songs and rhymes.

Children's physical development is good.

- Children of reception age show good spatial understanding and are able to co-ordinate movements such as jumping. They follow instructions to match body movements to a taped story and are able to curl and stretch appropriately.

Younger children have regular access to climbing equipment and bicycles in the outdoor area: reception children take it in turns to use this area or the main playground.

Shortcomings

- Reception children sit too long at table activities, particularly when concentrating on mathematical skills, and consequently lose concentration and enjoyment.
- There is little planning for specific adult input to enable children to experience progression and language development in self-chosen play activities.
- Displays of work are generally adult-drawn and directed.
- At present, the outdoor play area is restricted and insufficient for all children in the early years unit to play at the same time. However, the school plans to extend the area to make it a more appropriate size.

English

Overall, standards achieved in English are satisfactory in both key stages.

Good features

- In both key stages pupils demonstrate their ability to listen in a range of contexts. Pupils in KS1 attend carefully to teachers' questions and respond to instructions appropriately. They enjoy stories and listen intently in big book sessions; their recall of relevant detail is good. Pupils in KS2 listen courteously and take account of peers' responses in collaborative group work.
- Pupils in both key stages make good progress in their speaking skills. In KS1, pupils discuss sensibly in pairs and groups, they know the importance of taking turns and are eager to share their thoughts and ideas with visitors. Pupils in KS2 develop good speaking skills and most participate constructively in group and paired discussions in work related to practical activities. They make good progress in using subject-related vocabulary in their science, history and music studies.
- Pupils in KS1 make satisfactory progress with their reading with more able pupils achieving good standards by the end of the key stage. Older pupils are eager to read to visitors and make observations about aspects of stories. They can read their own work with understanding and know the meaning of author, illustrator and blurb.
- Overall, pupils in KS2 make satisfactory progress with their reading skills commensurate with their ability. They are able to discuss favourite books and authors and comment on what they have read.
- Pupils in KS1 are making progress with their writing and by the end of the key stage pupils sequence their work logically and begin to incorporate punctuation correctly in a meaningful way.

- In KS2, pupils are able to plan and organise initial ideas and use vocabulary purposefully in their written work. They use dictionaries and IT to support and improve their work. Pupils in Y3 understand the importance of adjectives in describing the characteristics of an animal from a story text and incorporate them into their own written work. Throughout the key stage pupils write in response to a range of stimuli and in different forms.
- Most pupils have a good understanding of punctuation which they incorporate logically into their written work.

Shortcomings

- Some pupils are unable to apply an appropriate range of strategies when attempting to read unfamiliar words.
- A significant number of pupils find difficulty in choosing the most appropriate strategy when applying spelling skills in their written work. (This is an area already identified by the school.)
- Handwriting and presentation skills vary unduly: the acquisition of previously learned handwriting skills is not always transferred to writing books in other subjects.
- In some lessons, time constraints limit opportunities for pupils to give extended oral responses.
- Pupils lack opportunities to explore alternative reading sources, including reference books, for research purposes.
- A review of the home school reading policy to include home school diaries would be helpful in improving and consolidating pupils' reading skills.

Mathematics

Standards of achievement in mathematics are good in both key stages.

Good features

- Most pupils have a positive attitude to mathematics. They respond well in mental mathematics sessions, are able to explain the processes and strategies they use, and understand and use a good range of mathematical terms. In all classes except Y6, pupils have individual target sheets in their number books, and these targets are reviewed regularly.
- By the end of KS1, pupils' understanding and use of number are developing well. They are familiar with large numbers and some have a sound understanding of place value.
- Pupils in KS1 work effectively on measuring using both non-standard and standard measures, and recognise and name simple two- and three-dimensional shapes.

- In KS2, there is sound evidence of continuity and progression in mathematical experiences. Pupils are able to estimate in measuring length and capacity and present their findings as a table or diagram.
- Pupils' skills in number develop and towards the end of KS2 there is evidence that pupils have a sound understanding of tables and manipulation of number in a variety of ways, including fractions.
- Pupils' work shows a good understanding of the properties of two- and three-dimensional shapes which they have related to their work on symmetry. Most pupils have a good understanding of standard units for measuring length, mass, capacity and time.

Shortcomings

- At the end of KS2, pupils do not have individual targets and there is insufficient challenge in the level of work for more able pupils. There is an over-reliance on teacher direction.
- Pupils lack experience of investigative work in mathematics.
- Pupils have little experience of graphical representation, and the use of ICT to support number work needs further development.

Science

Standards in science are good in both key stages.

Good features

- In KS1, pupils are aware of materials and their uses, and recognise that materials can be changed through heating. They understand that humans grow and change, and need a healthy diet to do so.
- By the end of the key stage, pupils understand that electrical circuits do not work if there is a break and that forces can change the shape of objects. They can talk about the effect of exercise on their bodies.
- In KS2, most pupils have a good understanding of life and living processes. By the end of the key stage, they can identify features of animals and plants, and can discuss the differences between vertebrates and invertebrates.
- Younger pupils in KS2 show good understanding of their work on shadows and of forces. They carry out sound investigations, making sensible predictions. They develop their understanding of the need for a fair test well. They are able to draw conclusions about the insulating properties of a variety of materials.
- Pupils in Y5 use the knowledge they have gained about circuits to design and make electrical toys, and are able to investigate a variety of different circuits effectively.

- Pupils in Y6 have good recall of work done through the key stage in all aspects of the subject. Currently, they are extending work done previously on predation and show good understanding of food chains in river environments.

Shortcomings

- Pupils in Y1 and Y6 lost concentration on the activities provided, as the pace of the lessons observed was very slow.
- At the end of KS2, there is a lack of challenge in activities provided, particularly for the most able.
- Pupils need to be enabled to record their results independently, particularly with the help of ICT.

Welsh second language

Standards in Welsh as a second language are good overall in both key stages.

Good features

- In both key stages pupils make good progress in learning basic vocabulary which they often use in other subjects. They are able to understand and follow simple instructions and commands, respond to greetings and answer registration appropriately. Their recall of previous work is good.
- In KS1, pupils respond enthusiastically to games and topic related songs. In Y1, pupils correctly identify items of food in a shopping game stating preferences when naming various fruits and vegetables. Pupils in Y2 respond appropriately to a variety of questions relating to themselves and the weather.
- Pupils in KS2 are increasingly confident in responding to a variety of language patterns. In Y3, pupils respond accurately to questions about their well-being and select appropriate phrases to write their own dialogues which they read to peers.
- In Y6, pupils confidently participate in a mime activity linked to their topic on ships. They show good understanding of commands from the story of Harry Morgan and work well in pairs to question each other. Pronunciation is generally good.
- Younger pupils develop their reading skills well from flash cards and big books. Some are confident in reading independently to the class. Older pupils make good progress in their reading skills and can read their own written work clearly and with understanding.
- Pupils make satisfactory progress in developing their writing skills. Younger pupils label maps and drawings and copy simple sentences based on a given pattern. Older pupils extend their writing skills through a range of experiences. They begin to vary the start of sentences and incorporate a variety of words.
- Attractive displays reinforce phrases and different language patterns and with cross-curricular topics, Anglo-Welsh stories and work in art and music contribute

significantly towards creating a Welsh ethos in the school. The assistance of the athrawes fro in supporting and encouraging teachers in the delivery and organisation of the subject programme has a positive effect on pupils' progress.

Shortcomings

- Incidental Welsh and the use of daily target phrases are not applied consistently throughout the school day in all classes to enable pupils to develop confidence and fluency in initiating dialogue and make progress in conversation.
- Written tasks, while showing some progression, do not sufficiently engage pupils in choice of vocabulary and phrases.

Design and technology

Standards in design and technology are very good overall.

Good features

- Throughout the school, pupils are able to examine and evaluate commercially produced objects effectively, prior to their own work. Work in design and technology is well linked to other subject areas, such as science, art and history.
- Pupils make good progress in design and make activities. They are able to use appropriate tools safely, measure accurately and compare their finished products with their designs.
- At the end of KS2, pupils are able to make choices about which fruits to use for kebabs, cut fruit safely with due regard to hygiene, and evaluate their finished products. They are eager to talk about their experiences and preferences with adults. They use ICT to design a coat of many colours for Joseph.
- Pupils in Y3 examine commercial picture frames and make drawings of them. They find ways of making paper stronger through rolling, pleating and folding, then go through the process of drawing a design, making a paper mock-up and evaluating it, designing and planning the materials needed for their finished product, completing it and evaluating it in writing.
- In Y4, pupils evaluate commercial biscuits, presenting their results in a table, and then design and make their own for Christmas. Work includes a recipe and instructions, and an evaluation of their achievements. Currently, they are evaluating the design of coffee mugs.
- Y5 pupils evaluate games which are operated by a battery, which links well with their work in science. They are able to work co-operatively to decide on the type of game they wish to make, and can draw a plan and list the materials necessary.
- Pupils also design and make cross-stitch panels, and were involved in a large project in which each year group used a variety of sewing techniques to produce a wall hanging for the school.

Shortcomings

There are no significant shortcomings.

Information technology

Standards in information technology (IT) are good.

Good features

- In both key stages, pupils are confident when using a range of IT, including computers, tape and CD players and programmable robots. All have the opportunity to use the computer suite in a variety of ways.
- In KS1, pupils make good progress in their computer skills, using interactive menus to change programmes and working through programmes effectively to support their learning in other subject areas.
- Y2 pupils are able to open and use a paint programme with little adult direction and are able to explain how to use it correctly. They use appropriate programmes within the class to support their work in subjects such as English and mathematics.
- Pupils in KS2 use computers competently. They are able to access programmes and CD-ROMs and are able to change font, colour and size of text. They can insert pictures into the text they are writing and produce different effects for headings, commentary and titles.
- Pupils in Y3 are able to locate specific web sites, and can explain simply what the world wide web is. They can navigate sites effectively, using them to find information on Romans in Britain, and working co-operatively in pairs to make notes on their findings.
- The IT Club, which is run by a member of the governing body, takes place twice a week and provides very good opportunities for pupils to extend their knowledge, skills and understanding of the uses of IT.

Shortcomings

- Pupils are not using IT sufficiently to record findings in investigative activities, or in data handling and modelling activities.
- No use is made currently of the potential offered by e-mail communication in subjects such as geography.

History

Standards of achievement are good in both key stages.

Good features

- In both key stages pupils are responsive to their studies in history. They show a

good recall of previous learning and answer questions using subject-related vocabulary with understanding.

- In KS1, pupils can correctly sequence events and are developing a good sense of chronology through personal time lines and exploring toys of long ago. They are able to comment on similarities and differences of household implements.
- In their studies of the Romans, pupils in Y3 develop their skills in historical enquiry through researching information on the internet and through using reference books. They collate the resulting information and discuss their findings with peers.
- Pupils in Y5 empathise with working conditions and life as an evacuee and make good progress in their written work through their studies of the Victorians and the Second World War.
- Pupils in Y6 identify similarities and differences between ships of different periods from pictures. They pose their own questions in discussions and use specific terminology correctly.
- In both key stages pupils recognise that they can find out about the past from a range of historical sources including museums, photographs, books, and internet research.
- Good use is made of visits to historical sites and museums to develop an awareness of the culture and heritage of Wales.

Shortcomings

- Pupils in KS2 need more opportunity to select and organise historical information from various sources through independent research.
- Opportunities for pupils to communicate their knowledge and understanding through writing and through discussions in plenary sessions could be further developed.

Geography

Standards in geography are good in KS1 and satisfactory in KS2.

Good features

- Pupils' geographical skills are developed progressively throughout the school through the use of maps, diagrams, photographs and ICT.
- In Y1, pupils can identify where they live and talk about the area around their school. They describe their journey to school, draw conclusions from their findings and represent these on tally charts and block graphs. They understand the importance of addresses and the significance of what each line represents.
- Pupils in Y2 can identify and give examples of the human and physical features in their study of a fictional Scottish island. They show a good understanding of land

use and use appropriate geographical vocabulary to describe weather and human activity. They have a good understanding of an environment different from their own. They successfully develop their early mapping skills and locate features using simple grid references. ICT is used purposefully to support their learning.

- At the end of KS1 there is an appropriate emphasis on enabling pupils to ask and answer geographical questions. Pupils are confident in making observations and expressing opinions.
- In their study of St. Lucia, pupils in Y4 use ICT, maps, books and related resources to obtain information and complete questionnaires. They offer reasons for some of their observations and findings.
- Pupils in KS2 develop an understanding of relationships between people and the environment and the significance of responsibility through their investigations into noise, enquiries about reasons for recycling and studies of river management.

Shortcomings

- In KS2 pupils have few opportunities to provide individual responses to geographical enquiries.
- The use of field work as a means of data collection and enquiry needs to be further developed and opportunities given for in-depth investigations to be recorded and analysed.
- Pupils in some classes in KS2 are insecure in their knowledge and understanding of places.

Art

Standards achieved in art are good in both key stages.

Good features

- In both key stages, pupils are developing an appreciation of the use of colour and their competence in drawing skills is increasing.
- Pupils throughout the school develop good observational drawing skills.
- Drawing skills are used effectively in subjects such as design and technology, where manufactured objects are closely observed and drawn.
- Pupils have experience of using fabrics in activities such as producing designs and making sewn samplers and tie-dying, producing good quality finished products.
- Pupils have a good awareness of the techniques used by artists such as Breughel and Lowry, and make good attempts at using these techniques in their own paintings of landscapes.
- Pupils use malleable materials such as clay well to produce models linked to their topic work in history.

- Pupils are able to use computer ‘paint’ programmes competently throughout the school to illustrate their work.

Shortcomings

- Pupils’ drawing experiences are limited by the use only of pencil and chalk.
- The school makes little use of the work of Welsh artists and craftspeople.

Music

Standards of achievement are good in both key stages.

Good features

- Pupils are developing good vocal skills and derive obvious enjoyment from singing. They enunciate words clearly and perform confidently in assembly.
- In Y1, pupils memorise songs and keep the rhythm of music. They play repeated patterns on percussion instruments keeping a steady beat in response to a two-part rhyme chant. They listen well to each other and know the importance of silence.
- Pupils in Y3 memorise and recall rhythmical patterns from given phrases. They make good progress in maintaining a part as a member of a group piece and create their own rhythmical patterns.
- In Y4, pupils imitate sounds on a selection of instruments in response to a poem. They handle instruments sensitively and hold them appropriately, developing a good understanding of dynamics, structure and silence.
- Pupils in Y5 play a wide range of percussion instruments and develop a very good sense of rhythm. They select instruments, understand the correct techniques and control sound well.
- Pupils in KS2 use ICT to develop their musical skills and understanding. In Y6, pupils collaborate in pairs to compose a tune and experiment using different instruments to create special effects.
- Pupils in both key stages have good listening skills and are attentive to their own and others’ music. They show a very good sense of rhythm and make good progress in the use of correct terminology when discussing their music making and naming instruments.
- Support by peripatetic teachers has a positive effect on pupils’ standards in music. This is an area identified by the school for further development.

Shortcomings

- Plenary sessions need to be used more effectively to allow pupils time to evaluate their music.

Physical education

Standards achieved in physical education (PE) are satisfactory in KS1 and good in KS2.

Good features

- Pupils in Y1 respond appropriately to instructions given in Welsh. They are developing their skills in travelling and turning.
- They recall a folk dance and when in groups of eight, are able to follow the sequence well.
- Pupils in KS2 have a good awareness of the need to warm up and are able to explain the effects of exercise on the body.
- Pupils in KS2 use space confidently and show a good awareness of others.
- In games, pupils in Y5 are able to throw gently and accurately overarm and have good skills in passing and catching. They are developing their skills in evaluating their work and that of others, and planning to improve.
- Pupils move equipment carefully and are aware of safety issues.
- Pupils experience the whole range of physical activities during the year, including swimming for pupils in Y3 and Y4 and athletics in the summer. They make good use of opportunities offered in outdoor educational visits.
- Pupils are keen to join in extra-curricular activities such as football and netball and transfer the skills learnt in class to these sessions.

Shortcomings

- Younger pupils are very noisy and boisterous and do not respond immediately to instructions.
- Younger pupils show little evidence of spatial awareness in their movement around the hall.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The last inspection report identified nine key issues for action. The school has made good progress in addressing the majority of these.

1. Effect improvements in the teaching of information technology.

Good work has been undertaken in developing pupils' standards of achievement throughout the school. All classes have a computer, and the introduction of a

computer suite which is regularly timetabled for all classes has meant that pupils' skills both in IT and ICT have improved. Pupils are now achieving good standards in both key stages.

2. Improve the quality of pupils' reading in KS2 through monitoring individual pupils, devising a more rigorous system of record keeping and taking every opportunity to extend higher reading skills.

The school has made significant progress in the way it monitors individual pupils and keeps records. Individual portfolios of work are informative. Reading records are kept regularly in most classes, but although these record positive aspects, there is insufficient attention given to ways in which pupils might improve their skills. There are no home/school reading records giving dialogue with parents. There is still a need to develop pupils' higher order reading skills, particularly at the end of KS2.

3. Continue to raise standards of achievement in all areas.

The head teacher and staff have worked well as a team to raise standards of achievement using a variety of strategies. Children under five are now achieving good standards in all six areas of learning. Standards achieved in subject areas in KS1 and KS2 are now generally good, with the exception of English in both key stages, geography in KS2 and PE in KS1. Standards in design and technology are very good in both key stages. Progress has been good in meeting this key issue.

4. Establish arrangements whereby standards of teaching and learning across the school are regularly monitored by the head teacher and other members of the senior management team.

The head teacher has provided time for all subject leaders to monitor planning and look at pupils' work, including whole-staff activities which concentrate on examining specific subject areas for evidence of continuity and progression. The head teacher monitors the quality of teaching in lessons, but other members of the senior management team have not yet undertaken this duty, although the head teacher plans that they shall in the near future. Progress in this aspect is satisfactory.

5. Define the role of the senior management team more clearly.

The head teacher has a management team of three senior staff and has been holding regular meetings which have given each member specific responsibilities. Progress in this aspect is satisfactory and the head teacher has a clear vision for further development of the team.

6. Provide subject co-ordinators with sufficient time to enable them to visit classrooms and discharge their curriculum responsibilities more effectively.

Subject leaders use non-contact time for planning, monitoring planning of work and monitoring standards achieved through checking pupils' work. The head teacher now intends that this should be developed further through observation and evaluation of teaching and learning in the classroom. Progress is satisfactory in this aspect.

7. **Explore ways of developing links with industry in order to enhance the school's curriculum and improve pupils' knowledge of the world around them.**

Partnership with industry is now good. The school has made sound links with the Education Business Partnership, and staff have all experienced placements in industry. This has extended pupils' knowledge and understanding of the world around them and enhanced the curriculum. Progress is good.

8. **Ensure that targets in the school development plan are properly costed and linked to appropriate financial provision.**

The current SDP contains appropriate costings and the head teacher and governing body exercise appropriate oversight of the budget.

9. **Take urgent steps to prevent the occurrence of a substantial budget deficit before the end of the present year.**

Records from 1997 were not available to the inspection team.

8.2 Key Issues for Action

In order to secure continuing improvement, the school needs to:

- raise standards in English* in both key stages, in geography in KS2 and in PE* in KS1;
- improve the level of challenge for more able pupils, particularly at the end of KS2;
- continue to develop and integrate planning for the key skills;
- improve management in some classes so that there is time for an appropriate introduction, individual or group work and review of learning;
- ensure that the good practice in marking and individual target setting evident in some classes is disseminated throughout the school;
- develop the management and monitoring role of the senior management team further.

* The school has identified these aspects for development in the SDP.

The inspectors thank pupils, parents, staff and governors for the co-operation and courtesy they received during the inspection.

APPENDIX

A. Basic information about the school

Name of School	All Saints RC Primary School
School type	Voluntary
Age -range of pupils	3 – 11 years
Address of school	Heol yr Ysgol Ebbw Vale
Post-Code	NP23 6QP
Telephone Number	01495 303631

Headteacher	Mrs Denise Olsen
Date of appointment	1.9.2000
Chair of Governors/ Appropriate Authority	Rev Father M Hagerty
Registered Inspector	Mrs H R D Palmer
Dates of inspection	24 – 27 February 2003

B. School data as indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	10	15	17	23	26	29	19	21	160

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	0	8

<i>Staffing information</i>	
Pupil : teacher (fte) ratio (excluding nursery and special classes)	25 : 1
Pupil : adult (fte) ratio in nursery classes	12 : 1

Average class size, excluding nursery and special classes	21
Teacher (fte) : class ratio	1.1 :1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1	KS2	Whole school
Term 1	86.8	91.6	92.9	90.4
Term 2	90.1	91.4	92.9	91.4
Term 3	89.9	89.8	92.9	90.8

Number of pupils excluded during 12 months prior to inspection.	0
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C. Results of national curriculum assessments and public examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 1 : 2002

National Curriculum Assessment KS 1 Results: 2002		Number of pupils in Y2: 24							
Percentage of pupils at each level									
			D	A	W	1	2	3	4
ENGLISH:	Teacher Assessment	School			4	28	68	0	0
		National			4	13	62	21	0
EN: Reading	Teacher Assessment	School			0	32	52	16	0
		National			4	13	54	29	0
EN: Writing	Teacher Assessment	School			8	32	60	0	0
		National			5	13	70	12	0
EN: Speaking and listening	Teacher Assessment	School			4	28	68	0	0
		National			3	11	63	23	0
MATHEMATICS	Teacher Assessment	School			4	28	68	0	0
		National			2	9	60	29	0
SCIENCE	Teacher Assessment	School			0	28	68	4	0
		National			2	10	67	21	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh(first language) according to teacher assessment			
In the school:	63	In Wales:	81

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

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2 : 2002

National Curriculum Assessment KS 2 Results: 2002		Number of pupils in Y6: 29	
Percentage of pupils at each level			

			D	A	N	B	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0		0	0	0	31	49	24	
		National	0	0	1		0	1	6	19	48	25	
	Test/Task	School	0	0	0	0			0	31	38	31	
		National	0	1	0	0			4	14	47	31	
Mathematics	Teacher assessment	School	0	0	0		0	0	0	21	55	24	
		National	0	0	1		0	1	4	19	47	28	
	Test/Task	School	0	0	0	0			0	41	45	14	
		National	0	0	1	1			4	18	42	32	
Science	Teacher assessment	School	0	0	0		0	0	0	31	48	21	
		National	0	0	1		0	0	3	15	52	29	
	Test/Task	School	0	0	0	0			0	20	66	14	
		National	0	2	0	1			2	13	51	31	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	68	In the school:	48
In Wales:	68	In Wales:	68

- 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
- N Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

D. The evidence base of the inspection

Before the inspection, meetings were held with the staff, the governing body and the parents of pupils registered at the school. Seven parents were present at the pre-inspection parents' meeting. Documents supplied by the school were scrutinised and 23 questionnaires returned by parents were analysed. A team of three gave eight inspector days to the inspection, in the course of which formal observations were made of 52 lessons or part lessons. In addition, 83 formal notes were made of aspects of pupils' work and provision. Discussions with pupils from all age groups and abilities were undertaken, both inside and outside the classroom. A representative sample of pupils' work from all classes and for the whole academic year was scrutinised. Teachers' plans and records were examined. Inspectors considered the site, fabric and resources of the school. Discussions were held with the Head and with teachers, particularly about their subject management roles. Still within the context of the inspection, reporting back meetings took place with the Head, the staff and the governing body.

E. Composition and responsibilities of the inspection team

NAME	ASPECTS	SUBJECTS
Mrs H Palmer	1.0 The School and its Priorities; 2.0 Main Findings; 3.1 Standards achieved in the subjects and Areas of Learning; 3.2 Key Skills 5.1 Teaching; 5.3 Curriculum;	Early Years Mathematics Science Design and Technology Information Technology Art Physical Education

	<p>6.1 Quality of Self-Evaluation and Planning for Improvement;</p> <p>6.2 Leadership and Efficiency;</p> <p>6.3 Resources</p> <p>8.1 Progress since the last inspection;</p> <p>8.2 Key issues for action.</p>	
Mrs G Rees	<p>4.1 Spiritual, Moral, Social and Cultural provision</p> <p>5.2 Assessment, Recording and Reporting</p> <p>5.4 Support and Educational Guidance</p> <p>5.5 Special Educational Needs</p>	<p>Welsh as an additional language</p> <p>English</p> <p>History</p> <p>Geography</p> <p>Music</p>
Mr C Hewitt	<p>4.2 Behaviour and Attitudes;</p> <p>4.3 Attendance;</p> <p>5.6 Partnership with parents and community, schools and other institutions;</p> <p>5.7 Partnership with industry.</p>	

